DOCUMENT RESUME

ED 144 271 EC 101 852

AUTHOR Green, Robert A.
TITLE Implementation of a Speech Improvement Program at the Kindergarten Level.
INSTITUTION Nova Univ., Fort Lauderdale, Fla.
PUB DATE 30 Apr 77
NOTE 191p.; Introductory Practicum, Nova University ; Some parts may be marginally legible due to print quality of the original

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Consultants; Early Childhood Education; Itinerant Teachers; Primary Education; Program Descriptions; *Program Effectiveness; *Speech Handicapped; Speech Improvement; *Speech Instruction; Speech Therapists

ABSTRACT

Evaluated was a speech improvement program for kindergarten students in which speech improvement lessons were summarized for teachers, and the services of itinerant speech therapists were shared by classroom teachers. Teacher and therapist agreed upon specific speech lessons which were conducted on a weekly basis. Program development involved speech therapist and teacher inservice and observations, an invertory of program materials, formative and summative evaluations, and a monitoring of monthly and annual enrollment data. A reduction in the need for speech therapy in the first grade was noted in the following fall. Teachers and therapists expressed positive reactions to the program and additional benefits included increased reading readiness skills. (Author/CL)

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Implementation Of A Speech Improvement Program At The Kindergarten Level

by

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Submitted in partial fulfillment of the requirements of the National Ed. D. Program for Educational Leaders, Nova University

Introductory Practicum
Bucks County Cluster II
Submitted: April 30, 1977

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ABSTRACT

AUTHOR: Green, Robert A.

TITLE: Implementation Of A Speech Improvement Program At The Kindergarten Level

DESCRIPTORS: *Speech Improvement, *Kindergarten, *Speech Correction, Speech Therapy, Educational Improvement, Primary Education.

ABSTRACT: A program involving speech improvement lessons was proposed and initiated at the kindergarten level in Colonial Northampton Intermediate Unit Number 20 in Pennsylvania. The goal of the program was to implement speech improvement lessons at the kindergarten level which would decrease the need for speech therapy in a significant number of the pupils in the following year at the first grade level. A resource of accepted speech improvement lessons was summarized into an annotated bibliography for teachers' and therapists' reference. Eighteen teachers each conferred with an itinerant speech therapist assigned to their school. Jointly, teacher and therapist agreed upon the specific program of speech improvement lessons for each kindergarten class involved in the program. The speech improvement lessons were delivered by eight itinerant speech therapists on a weekly basis during the 1975-1976 school term. Program development involved speech therapist and teacher in-service and observations, an inventory of the program materials, formative and summative evaluations, and a monitoring of monthly and annual enrollment data. Teacher and therapist comments concerning the program were positive. A reduction in the need for speech therapy in the first grade was noted in the fall of 1976. Positive side effects included increased reading readiness skills as measured by objective standardized testing and supported by teachers' subjective responses.

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Implementation Of A Speech Improvement
Program At The Kindergarten Level

I. Introduction

The writer of this report is presently one of four supervisors of Special Education employed in the Colonial Northampton Intermediate Unit Number 20. Thirteen school districts comprise this Intermediate Unit which spans a three county, 1200 square mile area Mid-Eastern Pennsylvania. This writer's superior is the Director of Special Education in the Intermediate Unit. Forty-five professional and non-professional staff are subordinate to this writer in the itinerant speech, hearing, vision, and in-home instructional itinerant programs, a class for hearing impaired, and the program for pre-school handicapped children. In this position the writer is responsible for recruiting personnel, providing the necessary orientation and inservice training for the staff positions, evaluating and rating the performance of the staff members, program review, and program development within the schools of the districts served by the Intermediate Unit Special Education Program.

In the speech correction program evaluation and instruction (speech therapy) are provided to children following referral by district personnel. The Intermediate Unit Special Education programs have no authority in district planning, programming, policy development, or curriculum matters when input of that type is requested by the school districts. The speech therapy program, however, has a blanket approval to screen pupils for speech problems and enroll those who have speech problems in a program of speech therapy. The payment for these programs is made by the school districts to the extent of the cost of tuition of

their regular class students. The State subsidizes the school age special education on an excess cost funding basis.

II. Statement of the Problem

While school aged population are in a downward trend, the emphasis on special education program is generally increasing. State mandated programs of special education in Pennsylvania, reinforced by court cases such as the Pennsylvania Association for Retarded Children vs. The Commonwealth of Pennsylvania, and Federal Law, specifically the Education of all Handicapped Children Act (Public Law 94-142) all have impact on special education programs.

In Pennsylvania the speech correction program is one of the integral instructional programs within the broader spectrum of special educational programs. Pupils with mild to severe speech and language problems are eligible for enrollment in the speech correction program. The pupils may be enrolled in full time "normal" classes or in full time special education classes. They leave their classes for instructional or small group speech therapy with the itinerant speech therapist for one or more sessions each week depending on the needs of the individual case.

The staff of 20 speech therapists employed by Intermediate Unit 20 serve pupils in 73 public schools in an urban to rural area of mid-eastern Pennsylvania. The total population of the schools served in 1975-1976 was 34,289 pupils. The staff of 20 itinerant speech therapists was able to serve only approximately four percent of the population due to caseload limitations. Wendall Johnson indicated

that about six percent of the school population have speech problems that require specific attention. He added that an additional seven to eleven percent of the school population have speech problems which are noticeable and could benefit from help with their speech patterns.[2]

Individual speech therapists on the Intermediate Unit Number 20 speech staff had enrollments averaging 70 pupils, seen on a weekly or twice a week basis. Additional pupils were listed on Observation Lists. These pupils exhibited less severe problems that were possibly due to maturational factors, but who could respond to help with their speech difficulty rather than risking the possibility of these less severe difficulties becoming habituated in the pupils. It was felt that more help should be rendered to pupils with speech problems. The problem was "How can more help be provided to pupils with speech problems?"

Several alternatives to the problem were considered. An increase in the number of speech therapists on the staff would result in additional speech therapy for more pupils. This particular alternative to the program was rejected due to a restrictive budget that did not allow for such expansion of personnel.

Enlisting parent volunteers was a second alternative method to approach the problem. In a previous experience with part time volunteers in a program across the Intermediate Unit, the difficulties

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[2]Wendall Johnson and others, Speech Handicapped School Children (New York: Harper and Rowe, 1967), p. 15.

encountered, such as being assured regular assistance on a schedule and problems with liability insurance precluded further consideration of implementing an effective program of volunteers to help pupils with their speech problems.

A third alternative was to shorten the therapy sessions and see more pupils, but this idea was not pursued further since the total impact of pupil therapy time remained constant. Similarly, increasing the size of the groups would have defeated the prupose of the therapy design: working with individuals and in small groups of pupils in sessions of speech therapy.

If no solution could be found in the rehabilitation process, was it possible to achieve our goals of serving a greater percentage of pupils with speech problems by reducing the number of pupils who exhibited speech problems utilizing preventative measures? Incorporating a speech improvement program into the curricula of any of the 13 member school districts might be a valuable addition, but experience had shown that many curriculum specialists felt that their curricula already included aspects of speech such as a phonics approach which are employed in reading readiness programs to a satisfactory extent.

Perhaps the speech therapists could be utilized at the school level, rather than at the district level, in a speech improvement program. Speech improvement is generally defined as group work done with a portion of the class or the entire class at one time. The goal is to raise the speech performance of the pupils in the class.

The correction of minor defects before they become habituated in a pupil's speech patterns is a step toward achieving the goal. The idea of a formalized program of speech improvement lessons in the classroom was a viable solution, in this writer's opinion. When the idea was first presented to the speech staff for consideration it was not received with total staff enthusiasm. The response was not surprising, however. A similar response had been identified by William Stephenson.[3] He explained:

> Difficulties range from the fact that few speech clinicians are trained to organize and implement speech improvement programs, to the fact that many speech clinicians, cannot free the time from their clinical caseloads to participate in such classroom oriented programs. The greatest obstacle is that our profession is not prevention oriented. We are "clinicians", "therapists", "correctionists", "pathologists", and so on. These are all terms describing the rehabilitation role and, as such, tend to dictate the direction and course that the delivery of service will follow.

Like Stephenson's experience, our resistance reflected the direction of rehabilitation orientation rather than prevention orientation. Dealing with the developing speech and language patterns did not receive much importance as a means of reducing speech problem caseloads in subsequent years by many staff members.

There was no immediate answer to the problem of meeting the special needs of pupils. Each alternative that was considered presented obstacles. The most feasible of the alternatives was a

---

[3]William T Stephenson, "The Oakland Schools Prevention Plan," Language Speech and Hearing Services in Schools, (No. 1, 1974), 55.

speech improvement program at the kindergarten level as a means of reducing the number of pupils who would need help with speech problems in the first grade and, as a natural consequence, in subsequent years. Speech therapists and/or teachers could deliver a program of this type to kindergarten pupils. Thus the general program goal was established and the implementation of an effective program of speech improvement at the kindergarten level was selected for this practicum experience.

III. Acknowledgments

It was with much assistance, cooperation, and dedication of numerous individuals that this practicuum was accomplished properly. Acknowledgments to these individuals are well deserved. Special thanks are given to Dr. John A. Abbruzzese, Jr., Director of Special Education for extending authority to this writer which enabled the flexibility in scheduling and programs rearrangement necessary to implement the Speech Improvement Program. Likewise, Dr. Abbruzzese's continued encouragement and program support were valuable and greatly appreciated.

Three Supervisors of Special Education, Mr. Joseph Mickley, Jr., Mr. Jack S. Superka, and Mr. George R. Williams, colleagues of this writer, were also helpful, supplying their consultation and review of the practicuum during the year and they are deserving of this acknowledgment.

The Speech Staff deserves thanks for their dedication and willing-

ness to become involved in this program as they did, especially the eight participants; Mrs. Marcia Bloss, Miss Mary Boyce, Miss Michele Clearage, Miss Karen Kulchycki, Mrs. Barbara Miller, Mrs. Carol Snyder, and Mrs. Joelyne Pohutsky, and the Speech Improvement Program Committee in particular Mrs. Anne Loetscher and Mrs. Carol Snyder who shared their previous program experiences and expertise so generously. Additionally, "thanks" to the coordinating itinerant speech therapists, Mrs. Diane Kopscick and Mr. Richard Lewandowski who provided valuable assistance and expertise as an extension of this writer in the observation and guidance to the participating staff members across the many miles during the school term.

The school district personnel involved in this program are also acknowledged for their interest and cooperation in the program implementation and for their feedback regarding the program direction and results.

Last, although not least, thanks and a special appreciation are well deserved by Mrs. Kathie Piotrko, the secretary to the writer, for her assistance in record keeping, coordination of the multitude of telephone and written messages, and typing, all of which were necessities in operating this program effectively and efficiently.

IV. The Objective Defined

This writer set down three objectives for a successful program of speech improvement operated at the kindergarten level.

Objective Number One:
Kindergarten pupils (1973-1974) who

receive the most effective mode of delivery in a speech improvement program will have, as first grade pupils (1976-1977), an incidence rate of speech problems which is at least thirty percent (30%) lower than the incidence rate of speech problems in first grade pupils who did not receive the speech improvement program lessons.

Objective Number Two:

General communication skills of kindergarten who received the speech improvement program will improve. These improvements will be attributed to the speech improvement program of the teachers, utilizing the teacher's own subjective and objective criteria as basis for their ratings. The teachers' final ratings will show improvements as follows:

a. a minimum of thirty percent (30%) of the teachers responding will indicate a positive rating by scoring on a questionnaire at least eighty percent (80%) of the total possible score.

b. a minimum of sixty percent (60%) of the teachers responding will indicate a positive rating by scoring on a questionnaire at least seventy percent (70%) of the total possible score.

c. a minimum of ninety percent (90%) of the teachers responding will indicate a positive rating by scoring on a questionnaire a rating of at least sixty percent (60%) of the total possible score.

d. a maximum of ten percent (10%) of the teachers responding will indicate a negative rating by scoring on a questionnaire less than sixty percent (60%) of the total possible score.

Objective Number Three:
Upon the successful completion of the speech improvement program (1975-1976) measured in the previous objectives, the Speech Improvement Program will become an integral part of the speech correction program in Intermediate Unit Number 20.

V. Proposed Strategy For Solving The Problem

The concept of Speech Improvement Programs was not new. Numerous programs were available which approach the idea of speech improvement. The aim of this program was to utilize the resources available to us to implement a valuable program in the schools beginning in September, 1975. With a restricted budget and a minimum of time in which to hold these lessons due to other caseload obligations, the resources available had to be utilized carefully. The resources incorporated were the previous experiences of the supervisor and the speech therapists on the staff, the potential of these individuals, speech improvement programs from the staff library, from the therapists' private libraries, and from colleges and universities. Other intermediate units in Pennsylvania were surveyed for additional ideas. Classroom teachers were utilized for their expertise in the coordination of a program specifically designed for the individual class.

The plan was announced by this writer to district personnel to determine a reaction from the districts. The speech therapists followed the announcement with a personal visit to each kindergarten teacher in the schools within their assignment to discuss the plans

further. Where there was interest, the therapists established the speech improvement program.

In-service was provided during the year to solve any problems that were developing. A monitoring process for the accounting of pupils in the speech improvement program was established and visitations to the therapists were accomplished throughout the year.

A mid-year formative evaluation provided feedback from teachers and speech therapists regarding the program's acceptance and progress. Corrective steps were taken where necessary to eliminate any identified problems.

A summative evaluation provided feedback at the end of the 1975-1976 school year from teachers and speech therapists. At the start of the 1976-1977 school year the final evaluative processes were completed. A determination of the achievement of Objective Number One, a decrease in pupils with speech problems in the first grade was made by comparing the number of cases of first grade pupils who had speech problems and had received the speech improvement program with the number of cases of first grade pupils who had speech problems and had not received the speech improvement program.

The accomplishment of Objective Number Two, an increase in communicative skills of pupils enrolled in the Speech Improvement Program was evaluated by means of questionnaires submitted to participating teachers and returned to the program supervisor. Additional supporting evidence of the success was provided by using questionnaires completed by the participating speech therapists.

Side effects were measured primarily by a comparison of readiness test scores of pupils who had received the Speech Improvement Program and those who had not. This measurement was made following feedback from teachers that indicated readiness skills were naturally improved.

Objective Number Three, the inclusion of the program as an integral program in the total speech correction program was implemented by the Supervisor of Special Education under the authority of the position and justified by the results of the program.

The timeline for the implementation of this program is shown in Figure 1.

VI. The Design of the Practicuum

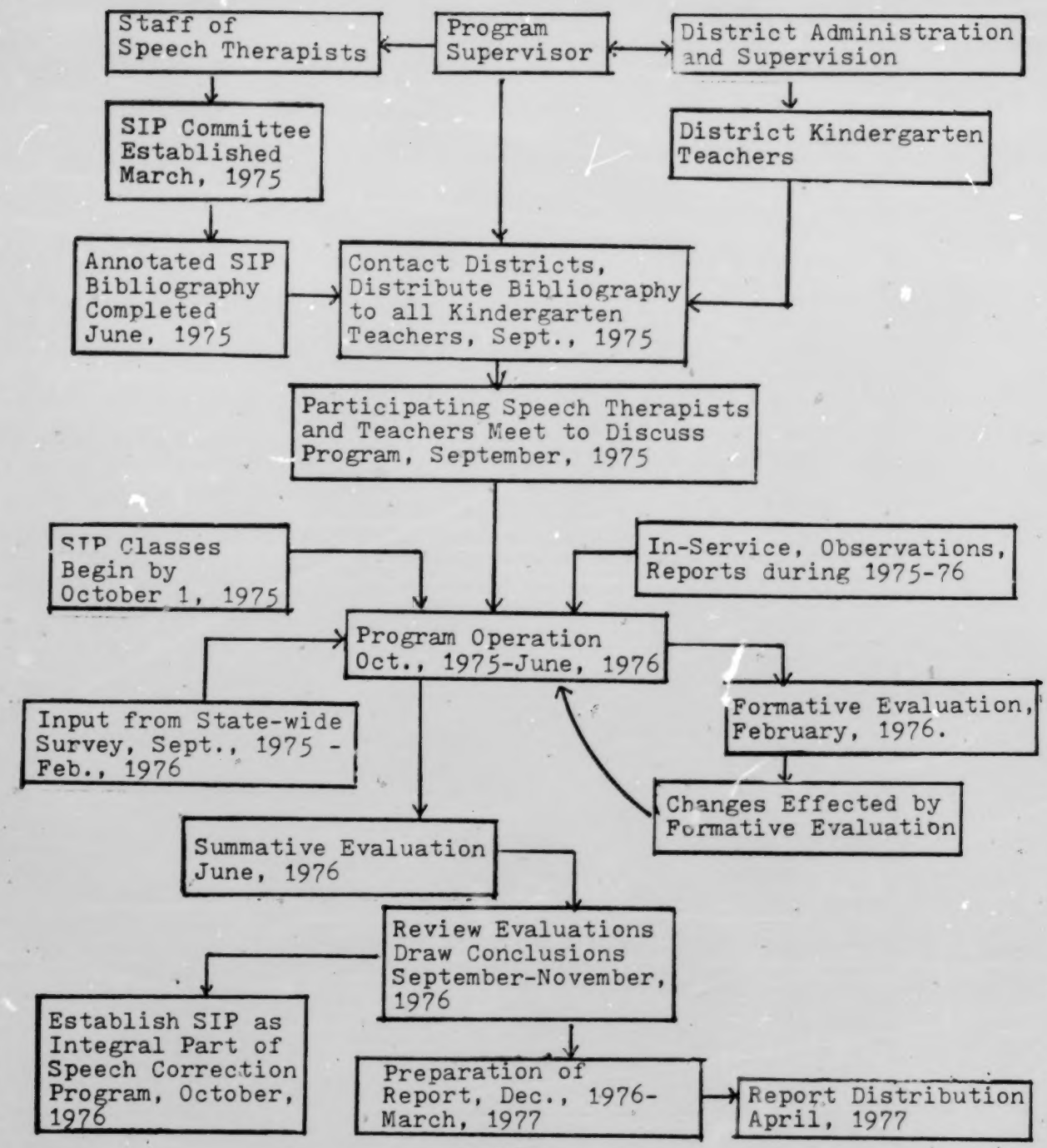
A key goal in the design of the practicuum was to implement a formal program and retain the flexibility necessary to meet the needs of individual classes of kindergarten pupils and encouraging continued creativity in speech therapists and teachers. In planning the design numerous ideas were dismissed as not feasible to be applied over the diversity of districts' classes due to their inherent differences in approaching speech, language, and general communication skills.

The speech improvement program was determined to be an approach which offered a possible solution to the problem of high speech therapy caseloads, acceptable to the speech therapy staff and district school personnel, this writer then designed the specifics of the program implementation.

Figure 1

Timeline for Implementation of the

Speech Improvement Program


Staff of Speech Therapists
Program Supervisor
District Administration and Supervision
SIP Committee Established March, 1975
District Kindergarten Teachers
Annotated SIP Bibliography Completed June, 1975
Contact Districts, Distribute Bibliography to all Kindergarten Teachers, Sept., 1975
Participating Speech Therapists and Teachers Meet to Discuss Program, September, 1975
SIP Classes Begin by October 1, 1975
In-Service, Observations, Reports during 1975-76
Program Operation Oct., 1975-June, 1976
Input from State-wide Survey, Sept., 1975 - Feb., 1976
Formative Evaluation, February, 1976.
Changes Effected by Formative Evaluation
Summative Evaluation June, 1976
Review Evaluations Draw Conclusions September-November, 1976
Establish SIP as Integral Part of Speech Correction Program, October, 1976
Preparation of Report, Dec., 1976-March, 1977
Report Distribution April, 1977

In March, 1975, a working committee of twelve speech therapists from the staff was assigned the task of developing a speech improvement program that could be utilized in kindergarten of Intermediate Unit Number 20 effectively. The completion date of their task was set as June 15, 1975. During Thursday afternoons between March and June this committee met and divided their task into individual assignments. The committee researched our staff library, their own professional libraries and college libraries. Based on a review of the resources and their own experiences with kindergarten programs, the committee felt justified to report to this writer that numerous good programs dealing with speech improvement were currently available. To exclude aspects of some programs in order to promote a standardization in our intermediate unit would decrease the flexibility and potential value of the program. The committee proposed, instead, to select what they felt were the most applicable programs and incorporate them as the Intermediate Unit Number 20 endorsed program. This writer saw merit in the committee's recommendation and authorized the development of an annotated bibliography which included an integration of the emphasis of each of the programs, a cross-reference index, and a supply of request slips for teachers who devised more information about certain programs. The request slips were used as a alternative communication devise to direct teacher contact after the intital personal conferences were held.

The draft of the booklet was submitted to this writer by the committee by the established timeline date of June 15, 1975, and

it was accepted by this writer after review. During the summer of 1975 two hundred (200) copies of the annotated bibliography of speech improvement programs were multilithed in the Intermediate Unit Office and were readied for distribution in September, 1975. No costs in excess of the existing budget for the speech correction program were incurred in the printing of this booklet.

Another decision of the committee and this writer was to offer a variety of modes of delivery of the program, regarding the person to deliver the program in the classroom and the length of time of the lessons. Six possible modes were developed that could accomodate the possibilities anticipated: time limitations, district policies, and teachers personal preferences of the mode of delivery. The concept for delivery modes, shown in Figure 2, was formulated.

Figure 2

Matrix of Delivery Modes

	a. 15 minute sessions	b. 30 minute sessions
MODE I. Therapist delivery of entire program.	(1)	(2)
MODE II. Therapist demonstration and in-service for teacher delivery of the program.	(3)	(4)
MODE III. Minimum therapist involvement (resource). Teacher delivery of entire program.	(5)	(6)

In September, 1975, the complete program plans to that date were explained to the speech therapy staff members. A sufficient number of annotated bibliography booklets were provided to each therapist to supply each of the 45 elementary schools served with at least one copy of the booklet. Where there was exceptional interest and in large schools, two or more booklets were provided for reference. Additionally each speech therapist retained a copy of the booklet for reference.

This writer mailed a written explanation of the program in early September, 1975, to each of 13 Chief School Administrators and to Elementary Supervisors, Elementary Principals, and Kindergarten and first grade teachers in the 45 elementary schools served. In the memo a request encouraged recipients to respond with questions or comments. Few questions or comments resulted from the memo and this was taken as an expression of general consent. Speech therapists met with Kindergarten teachers and explained the speech improvement program further, including the booklet, in more detail. It must be noted again that not all of the speech therapists were responsive to this program. Only where high caseloads or other difficulties in scheduling prevented the implementation of the program the speech therapists were excused from incorporating the program if it had been requested.

The speech improvement program was operational by October 1, 1975, and it involved the following participants:

8 Itinerant Speech Therapists (40% of the staff)

18 Kindergarten Teachers (30% of the total Kindergarten teachers)

7 School districts

13 Schools

691 Kindergarten pupils

1 Program Supervisor

2 Part-time coordinating speech therapists (assisting the program supervisor).

The kindergarten teachers' choice of delivery modes was surprising. No teacher chose to utilize the therapist solely as a resource person, with the teacher delivering the program independently (Mode III). Nor was the idea of demonstration lessons by the therapist and follow-up lessons by the teacher (Mode II) requested. Although there was some interest in a partial teacher involvement in the program, the teachers could not promise a regularity of presentation. Participation in Modes II and III required a understanding of follow-up sessions on a weekly basis by the teachers.

The choice of eighteen teachers was Mode I. Seven teachers chose Mode Ia, with 15 minute lessons delivered weekly by the speech therapist. Eleven teachers chose Mode Ib, with 30 minute lessons delivered weekly by the speech therapist. The resultant breakdown of numbers of pupils and teachers involved in each mode of delivery is shown in Table 1.

Table 1

Pupils and Teachers involved in speech improvement lessons

	a. Fifteen minute sessions		b. Thirty minute sessions	
	Pupils	Teachers	Pupils	Teachers
Mode I	287	7	404	11
Mode II	0	0	0	0
Mode III	0	0	0	0

In early September, 1975, this writer sent a questionnaire to each of the other 28 Supervisors of Speech and Hearing in the intermediate units in Pennsylvania. The intent of the questionnaire was to gather additional sources of information and programs that could be considered for our speech improvement program. The questionnaire asked whether or not a formal speech improvement program was functioning in the respective intermediate units. Sixty one percent of the questionnaires were completed and returned. Table 2 provides a breakdown of the responses of the returned questionnaires.

Table 2. Results of the state-wide intermediate unit survey

Questionnaires sent.....	28
Questionnaires returned.....	17
Intermediate units with formal programs.....	3
Intermediate units with no formal program.....	14
Intermediate units that requested results of our program (not a questionnaire item).....	13

All but one of the programs that were indicated on the questionnaire were programs that we had already considered for our speech improvement program and had already incorporated rejected. For instance, a preschool cassette program was not considered for inclusion in our program as it lacked any flexibility in presentation. The one new program, the T.A.L.K. (Teaching American Language to Kids) program stirred interest in our Intermediate Unit. It was developed by a speech therapist in another part of the state, was not published, but it held potential. This writer communicated with the speech therapist and Intermediate Unit Supervisor of Speech and Hearing in an effort to learn more about the program administration. Ultimately, arrangements were made by this writer to have the therapist present an in-service program to our staff on the T.A.L.K. program in February, 1976.

The state-wide survey was judged beneficial as it confirmed a general perception that formal programs in speech improvement, provided by a speech therapist, are an exception rather than the rule. It pointed out, however, the interest in such a program being applicable in other intermediate units in Pennsylvania. It also provided us with direction for another program of speech improvement, the T.A.L.K. program. The responses from the State-wide survey are provided in the Appendix.

VII. Formative Evaluation

A continuous formative evaluation involved the feedback from participating speech therapists and coordinating itinerant speech therapists. The feedback from the speech therapists was positive and indicated that no significant changes were necessary during the school year. In general, therapists reported that they found the program beneficial, enjoyable and rewarding.

To evaluate the reactions of the participating classroom teachers this writer interviewed each participating teacher personally. The interview method was used in an effort to clarify all teacher explanations about the program. The participating teachers were very responsive to the interview approach and spoke freely. The teachers judged the program as extremely helpful in teaching the pupils speech, language, and reading readiness skills. A sample of the interview format and a summary of the responses are provided in the Appendix.

The formative evaluations, totally, provided encouragement to this writer that the program was proceding well. The few minor misunderstandings that existed between some therapists and teachers were corrected.

During the entire year monthly checks were made regarding the number of pupils in the speech improvement program, as well as on site visits with the speech therapists. Two Coordinating Itinerant Speech Therapists assisted the Program Supervisor in the latter procedure. These procedures allowed for the minor in-program changes to be accomplished with minimum difficulty.

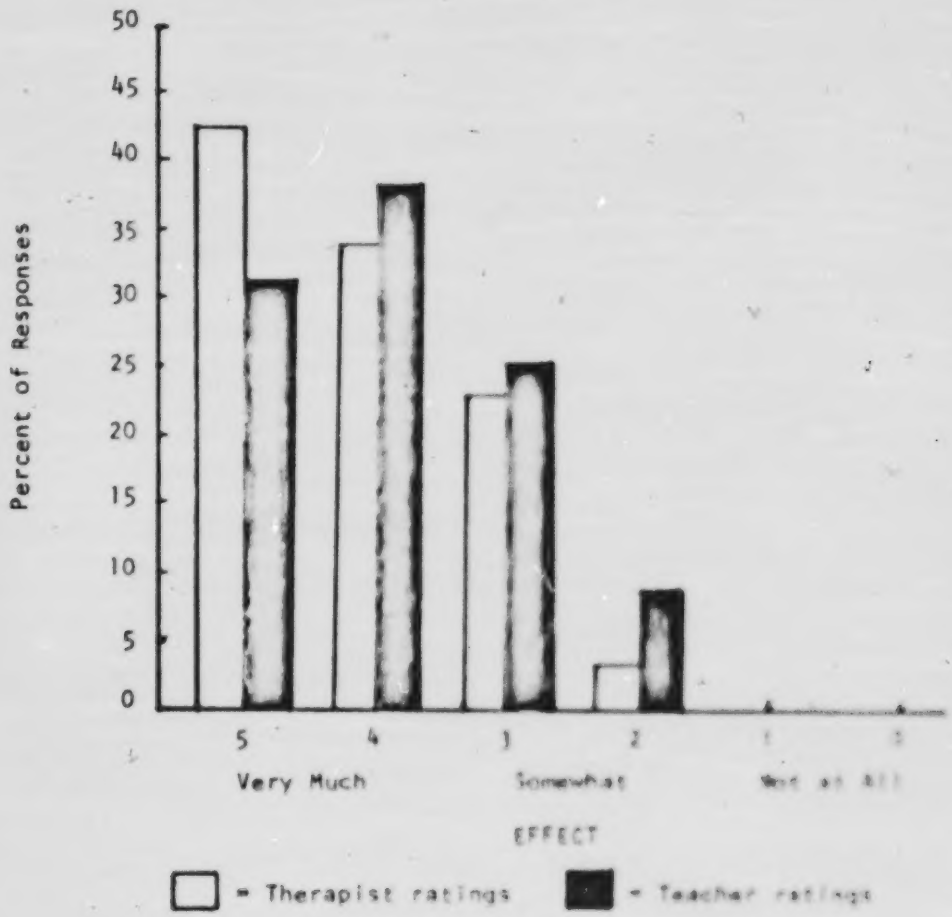
VIII. Summative Evaluation

Four approaches provided information for the summative evaluation. In June, 1976 the first approach was accomplished. A questionnaire was given to each participating speech therapist. This writer selected questions which provided for the therapists' rating of the value of the program in terms of improvements in the pupils attributed to the Speech Improvement Program. Other open-ended questions asked for the therapists' suggested directions and comments that would be useful both in evaluating the program and planning for future program changes. Each participating teacher also received a questionnaire in June, 1976, identical to the one given to the therapists. Teachers were asked to rate the benefits of the program in terms of improvements seen in their pupils which they felt were attributed to the speech improvement program. The questionnaire also asked for teachers' suggested directions and comments for future programming.

Samples of the therapist and teachers questionnaires and the responses of both groups may be inspected in the Appendix. A summary of the questionnaire is shown in Figure 3. It indicates that the majority of the teacher and speech therapist group felt that very much improvement in the pupils communication skill was the effect of the Speech Improvement Program.

Figure 3

Effect of the Speech Improvement Program on Pupils as viewed by speech therapists and teachers



Therapists' Questionnaire Response:

Seven of the eight therapists indicated their interest to continue the program with no changes or to increase the amount of instruction. The remaining speech therapist indicated that she would rather have the classroom teacher deliver the program while she acted as a consultant to the program.

The eight speech therapists indicated comments which are summarized below.

1. generally the therapists had a positive attitude of the program.
2. therapists looked forward to the following year to continue the program and modify their own delivery of instruction.
3. teachers should become more involved in the delivery of the program (Mode II and Mode III delivery).

Teachers' Questionnaire Response:

Seventeen participating teachers returned questionnaires and they were received by mid-June, 1976. All seventeen teachers indicated over-all satisfaction with the program as it was presented. In the rating of the six areas of pupil skill improvement attributed to the speech improvement program the teachers' responses indicated:

1. Six, or 35% of the teachers indicated a rating of 80% or higher, reflecting a very positive change due to the speech improvement program.

2. Eleven, or 65% of the teachers, indicated a rating of at least 70% improvement due to the speech improvement program.

3. Seventeen, or 100% of the teachers, indicated a rating of at least 60% improvement due to the speech improvement program.

4. No teachers scored the communication skill improvement program at less than 60% on the questionnaire.

The questionnaire from the teachers also showed the following reactions:

1. overall, the program was satisfactory.

2. program delivery was well done.

3. there were noticeable improvements directly attributed to the speech improvement program.

Specific teacher questionnaires are in the Appendix.

Caseload Comparison:

In the fall of 1976 the speech therapists filed their listings of pupils with speech problems. This total listing was comprised of pupils selected for speech therapy and pupils who were placed on observation lists. Pupils were placed on observation lists when it was not clearly determined at that time whether or not their speech "difficulty" was a speech problem or a maturational characteristic. This is a routine practice involving periodic observations of the pupils. The speech therapist can determine over a period of a month or two if and when a child should be placed on the active caseload or dismissed completely from the roles.

These listings constituted the basic data for determining the effectiveness of the speech improvement program of the 1975-1976 kindergarten

classes. Through an incidence comparison between the pupils with speech problems who received the speech improvement lessons the previous year , and those who did not receive it, achievement or lack of achievement of the speech improvement program objective, to reduce the number of pupils requiring help for their speech problems, was determined. The results of the comparison are reproduced in Table 3.

From Table 3 one can ascertain the following facts:

1. Incidence of first grade pupils in speech therapy who received the Speech Improvement Program in Kindergarten was 26% lower than the incidence of first grade pupils in speech therapy who did not receive the Speech Improvement Program.

2. Incidence of first grade pupils on observation lists who received the Speech Improvement Program in Kindergarten was 22.5% lower than the incidence of first grade pupils who did not receive the Speech Improvement Program.

3. Incidence of first grade pupils in speech therapy and on observation lists who received the Speech Improvement Program in kindergarten was 24% lower than the incidence of first grade pupils in speech therapy and on observation lists who did not receive Speech Improvement Program.

A further comparison: Mode Ia, Ib, and the Control Groups:

Two hundred eighty seven kindergarten pupils were enrolled in Mode I a delivery. Four hundred four kindergarten pupils were enrolled in Mode Ib delivery. Results of each of the delivery modes are reproduced in Table 4.

Table 3

A comparison of first grade pupils (1976-1977) who received speech improvement lessons in kindergarten (1975-1976) and pupils who did not receive speech improvement lessons.

Enrollment	Pupils in Speech Therapy	Incidence Per 100	Pupil on Observation Lists	Incidence Per 100	Total Pupils in therapy and on Observation List	Incidence Per 100
Pupils who received Speech Improvement Lessons, 1975-1976 691	40	5.79	35	5.07	75	10.85
Pupils who did not receive Speech Improvement Lessons, 1975-1976 1880	147	7.82	123	6.54	270	14.36

Table 4

A comparison of the effectiveness of Mode Ia and

Mode Ib Delivery

	Enrollment	Pupils In Speech Therapy	Incidence Per 100	Pupils On Observation Lists	Incidence Per 100	Total Pupils in Speech Therapy and on Observation Lists	Incidence Per 100
Mode Ia Delivery	287	9	3 14	13	4.53	22	7.67
Mode Ib Delivery	404	31	7.67	22	5.45	53	13.12
Control Group (No Speech Improvement Lesson)	1880	147	7.82	123	6.54	270	14.36

These results indicate that the first grade pupils who received the Mode Ia instruction of speech improvement as kindergarten pupils had a lower incidence of pupils in speech therapy and pupils on observations lists.

The incidence rate of the first grade pupils in speech therapy who received the Mode Ia delivery of speech improvement lessons was 59.5% lower than the incidence rate of the control group.

The incidence rate of first grade pupils in speech therapy who received the Mode Ib delivery of speech improvement lessons was 1.9% lower than the incidence rate of the Control Group.

The incidence rate of the first grade pupils on observation lists who received the Mode Ia delivery of speech improvement lessons was 30.5% lower than the incidence rate of the Control Group.

The incidence rate of the first grade pupils on observation lists who received the Mode Ib delivery of speech improvement lessons was 16.7% lower than the incidence rate of the Control Group.

The incidence rate of all first grade pupils with speech problem who received the Mode Ia delivery was 46.5% lower than the incidence rate of the Control Group.

The incidence of all first grade pupils with speech problem who received this Mode Ib delivery was 8.6% lower than the incidence of the Control Group.

Mode Ib proved to be the more effective mode of delivery of the speech improvement lessons.

Comparison of Readiness Test Data:

The comments of teachers regarding the benefits of the program were numerous. To measure, objectively, the increase in readiness skills reported by teachers, a side effect of the program, readiness scores of the kindergarten pupils were compared. Effects of differences in curricula among the school districts involved were eliminated as variables from this measurement by comparing standardized readiness scores of pupils who received the speech improvement program with the readiness scores of pupils from the same district who had not received the speech improvement program.

Readiness scores were available in five of the seven districts due to district testing policies. The results of the groups in each district are reproduced in the Appendix. The results of the readiness test scores of 660 pupils strongly suggested that pupils who received the speech improvement lessons achieved as a group, higher readiness test scores the pupils who had not received the speech improvement lessons. In 33 scoring categories involving the Metropolitan Readiness Test, The McGraw Hill Test of Basic Skills, and the PMA Readiness Level Kindergarten Profile, the average pupil score was higher in 31 categories in cases where the pupils received the speech improvement program.

IX. Conclusion-Comments and Recommendations

There is no question that participating teachers felt that the speech improvement program presented in Intermediate Unit Number 20 in 1975-1976

met the needs of kindergarten pupils in the thirteen schools in the seven school districts involved. In addition to a significant decrease in the incidence of speech problems in the first grade pupils the speech improvement program is credited with increasing readiness test scores, attitudes and general communication skills.

Mode Ia delivery, fifteen minute sessions proved to be the superior mode in reducing the number of pupils with speech problems. Speculation for this effect was offered following discussion with participating speech therapists. Thirty minute lessons (Mode Ib) allowed for greater familiarization between therapists and pupils. Pupils with speech problems were more easily spotted and observed throughout the year. Therapists could make an early decision regarding placing the pupil in therapy at the start of the following year. This effect becomes a possible positive side effect of the Mode Ib delivery, possibly even suggesting superiority to the Mode Ia delivery. Additional investigation of this factor is required prior to the issuance of any conclusive statement in this regard, however.

To enhance the speech improvement program further, recommendations of teachers, speech therapists and this writer were considered. Those which are feasible for implementation are:

1. That the speech improvement program be institutionalized as an integral part of the speech correction program in Intermediate Unit Number 20 based on the positive results of the one year program.

2. That additional in-service be provided to speech therapists in an effort to reduce their

reluctance to embark on a preventative orientation, in addition to their rehabilitative role.

3. That additional publicity, including the results of this program, be disseminated to teachers, principals, and curriculum specialists in order to encourage the widespread adaptation of this program within Intermediate Unit Number 20.

4. That ongoing staff in-service continue in an effort to improve the curriculum of the speech improvement program.

5. That teachers be encouraged by district superiors as well as Intermediate Unit speech therapists to participate in the speech improvement program by delivering the instruction, (Mode IIa,b, and Mode IIIa,b) by delivering the instruction, following adequate in-service from the speech therapy staff.

6. That ongoing monitoring effort check the results of the program and provide additional detail as to the comparative effectiveness of modes of delivery of the speech improvement lessons.

7. That teacher and therapist suggestions for improvement continue to be considered for modifications in the direction and delivery of the speech improvement program.

It is felt that the implementations of this speech improvement program will not cause an appreciable increase in expenses to the intermediate unit or to the districts. Rather, it points out the value of a redeployment of staff energy and existing resources in an effort to increase communication skills of pupils at an early age.

The objectives established in this practicuum have been accomplished successfully. The Objective Number One, a reduction in incidence rate of at least 30%, in the most effective mode was met. Mode Ia

produced an incidence of speech problem 59.5% lower than the incidence rate of the Control Group.

Objective Number Two was also met. Participating teachers rated the value of the program in excess of the objective. Additional benefits were reported subjectively by the teachers. Readiness skill improvement, reported subjectively by teachers were substantiated by a positive comparison of readiness test scores.

Objective Number Three, the implementation of the Speech Improvement Program in Intermediate Unit Number 20, is the material outgrowth of this program and it has been accomplished.

X. Applicability

This program was designed to be flexible in order to gain acceptance in a variety of kindergartens in districts in Intermediate Unit Number 20 as well as to utilize the creativity of teachers and speech therapists. It is reasonable to assume that other districts and intermediate unit's throughout Pennsylvania and other states can successfully duplicate the program with similar results of success. This writer will send descriptions of the program implementation and results to other Intermediate Units as requested by the intermediate units in their survey response forms in an effort to meet this obligation.

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APPENDIX A

Sample Of Memo Sent To Intermediate

Unit Supervisor of Speech and Hearing

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO:

FROM: Robert A. Green, Supervisor of Speech and Hearing

As we are moving into programming "classroom management" or "preventative therapy sessions" in kindergarten and first grade on a more formalized basis, we are aware that many programs are on the market, and many have been developed by Intermediate Units and districts, Intermediate Unit #20 being no exception.

Our staff has set out to research these programs and provide the school districts with a summary of each program available including aspects emphasized in the program i.e. individual phonics, auditory skills, etc. The teacher, in consultation with the therapists, can then select the program(s) that best suit his/her curriculum. Speech therapists are then available to provide the program, give demonstration, and/or discuss in detail the program with the teacher for teacher presentation to the class.

If you are using a particular program or programs and wish to share this information, please complete the brief form enclosed. If you are interested in information from our effort, please indicate that, too. Your response will be greatly appreciated.

PAG:khp

Enclosure

APPENDIX B

Responses To The State Wide Survey

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: Jerry King

I. U. # IV

SUBJECT: Classroom Management Program

DATE: Nov. 28, 1975

1. We ~~do~~ do not have a formal program throughout the districts served.

2. Names of "Classroom Management" Programs use in this I. U.

   1. _____

      Address _____

      Cost _____

   2. _____

      Address _____

      Cost _____

   3. _____

      Address _____

      Cost _____

   4. _____

      Address _____

      Cost _____

   5. _____

      Address _____

      Cost _____

3. Copies of I.U. produced are are not programs currently available.

   Ordering information for I.U. produced program.

4. Comments: I would be interested in receiving any information that you might wish to share on classroom management programs at the completion of your project.
   at the present time we are not operating any such programs, but we do have a renewed interest in them. Thanks,

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: MICHAEL BRENNAN

I. U. # 5

SUBJECT: Classroom Management Program

DATE:

1. We do___ have a formal program throughout the districts served.
(do not)

2. Names of "Classroom Management" Programs use in this I. U.

1. _____

Address_____

Cost_____

2. _____

Address_____

Cost_____

3. _____

Address_____

Cost_____

4. _____

Address_____

Cost_____

5. _____

Address_____

Cost_____

3. Copies of I.U. produced are programs currently available.
are not

Ordering information for I.U. produced program.

4. Comments:
Please send me the results of your study

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: Minnie S Smith Supervisor

I. U. # 6

SUBJECT: Classroom Management Program

DATE:

1. We do ___ have a formal program throughout the districts served.
(do not)

2. Names of "Classroom Management" Programs use in this I. U.

1. _____

Address _____

Cost _____

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced are ___ programs currently available.
are not

Ordering information for I.U. produced program.

4. Comments: We have no formal programs, as
indicated above. We would be interested in
the results of your research. Thank you
M. S. S.

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: Mary Jane Tryfus

I. U. # 08

SUBJECT: Classroom Management Program

DATE:

1. We (do) / do not have a formal program throughout the selected districts served.

2. Names of "Classroom Management" Programs use in this I. U.

1. Interaction Therapy - kgt & 1st gr.
   Address _____
   Cost _____
2. _____
   Address _____
   Cost _____
3. _____
   Address _____
   Cost _____
4. _____
   Address _____
   Cost _____
5. _____
   Address _____
   Cost _____

3. Copies of I.U. produced are ___ / (are not) programs currently available.

Ordering information for I.U. produced program.

4. Comments: Bob,
This is a program that is not published but is part of a 3-year (this is the 2nd yr.) joint research project with P.S.U. & ILL. You may have received a (over)

copy of the "Norms for Screening Deep Test of Articulation" published by Ewart T. McDonald last year.

The "Intervention Therapy" involves discrimination training (maximum & minimum contrasts) utilizing stress patterns); combining consonant & vowel - the vowels used involve the greater & lesser contrasts of movement & stress is also introduced. "Error" consonants are worked on "last". eg. bi bi bi bv - bi bi or bi bi then
= stress stress added
the cognate is introduced e.g. as above and then contrasted pi bi pi bv. It is systematically arranged by sounds following the constant vowel contrasts. This is not a very illuminating description, I realize. However, we are "refining" the therapy procedures. All training is presented on pre-prepared tapes. (Sound by sound and scoring sheets have been developed.).

If you didn't receive the Conference notices - I've enclosed a few. Come again the second or third general staff members.

Also I would be interested in receiving any information which you collect from the other programs.

As Always,
Mary

UNIVERSITY, NUMBER 20
SPECIAL EDUCATION
RECEIVED
SEP 29 1975
INITIALS:
TO:

P.S. Where the recent floods

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: ELLEN ESTOMIN, SUPERVISOR

I. U. # 2

SUBJECT: Classroom Management Program

DATE:

1. We do have a formal program throughout the districts served.
do not

2. Names of "Classroom Management" Programs use in this I. U.

1. _____

Address _____

Cost _____

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced are programs currently available.
are not

Ordering information for I.U. produced program.

4. Comments: We have no materials which would interest you. However, we hope to contribute some work in this area & would appreciate any materials you may be able to put together.

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: R. A. Mahaffey

I. U. # 10

SUBJECT: Classroom Management Program

DATE: 9/24/75

1. We ~~~~ have a formal program throughout the districts served.
do not

2. Names of "Classroom Management" Programs use in this I. U.

1. _____

Address _____

Cost _____

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced are programs currently available.
are not

Ordering information for I.U. produced program.

4. Comments:

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: D Hiller

I. U. # 11

SUBJECT: Classroom Management Program

DATE:

1. We ● have a formal program throughout the districts served.
do not

2. Names of "Classroom Management" Programs use in this I. U.

1. _____

Address _____

Cost _____

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced are programs currently available.
are not

Ordering information for I.U. produced program.

4. Comments:

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: I.U. # 12 Clifford Lake

I. U. #

SUBJECT: Classroom Management Program

DATE: 9/29/75

1. We do ___ have a formal program throughout the districts served.
do not

2. Names of "Classroom Management" Programs use in this I. U.

1. _____

Address _____

Cost _____

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced are ___ programs currently available.
are not

Ordering information for I.U. produced program.

4. Comments:

At this time we have 3 clinicians who work a prementrie program on the Kgn. level. Each one is an individualized program made up by the clinician. Other staff members are not interested in that type of program mainly because they are uncomfortable in the situation.

We have learned from these three users that there are definite benefits for the Kgn. students so we would be interested in finding from your study if it should be emphasized more heavily by our entire staff.

If you so desire I shall ask my three users to send you copies of their lesson plans. I am sure that they have not been formalized but we would be more than willing to share what we have.

Sincerely,

Cliff Lake

9/29/75

I. U. NUMBER 20
SPECIAL EDUCATION
RECEIVED
OCT 3 1975
INITIALS:
TO:

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: Don Pedrow

I. U. # 13

SUBJECT: Classroom Management Program

DATE: 9/23/75

1. We do ~~not~~ do not have a formal program throughout the districts served.

2. Names of "Classroom Management" Programs use in this I. U.

   1. Sound Color Sense by Dorothy Sewell
      Address Salem University
      Cost _____
   2. _____
      Address _____
      Cost _____
   3. _____
      Address _____
      Cost _____
   4. _____
      Address _____
      Cost _____
   5. _____
      Address _____
      Cost _____

3. Copies of I.U. produced are ~~are not~~ programs currently available.

   Ordering information for I.U. produced program.

4. Comments: Informal programs, primarily phonemic/sensual, are employed by several of our clinicians. We are constantly evaluating our involvement with prevention Kdg. & 1st grade programs in regard to ~~a~~ lack of reliable and valid predictive tools to assess children's needs

and "clinician vs. teacher roles." We have asked ourselves, can we justify this preventive intervention with overwhelming numbers of youngsters are in need of remedial services.

I am most interested in feedback from your effort.

Bob,

We are presently preparing an audio-visual, self-contained program to be used with primary level teachers in an effort to familiarize them with speech and language development. You may be interested!

Sincerely,

Don

I. U. NUMBER 20
SPECIAL EDUCATION
RECEIVED
SEP 24 1975
INITIALS:
TO:

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: ROBERT C PEASE, JR

I. U. # 14

SUBJECT: Classroom Management Program

DATE:

1. We do have a formal program throughout the districts served.
(do not)

2. Names of "Classroom Management" Programs use in this I. U.

For your Information

1. Listening Eyes Kidcos & Face

Address Stanwix House, Ste 300 Forbes Ave Pittsburgh Pa. 15222

Cost Test $8.00 Cassette $9.50 Combination $14.50

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced are programs currently available.
are not

Ordering information for I.U. produced program.

4. Comments:

Would like to hear more of your results.

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: Pat Guerry (by Clara Paul)

I. U. # 15

SUBJECT: Classroom Management Program

DATE:

1. We do ___ have a formal program throughout the districts served.
(do not)

2. Names of "Classroom Management" Programs use in this I. U.

1. T.A.L.K. Teaching American Language to Kids
Address University of Indiana, Bloomington, Ind.
Cost as yet unpublished

2. BCP (Behavioral Characteristics Progression)
Address VORT Publishing Co.
Cost Palo Alto CA, 18.00

3. Peabody Language Development Kits
Address AGS Circle Pines, Minn
Cost

4. Many self-determined programs
Address by clinicians (particularly in
Cost expressive language skills)

5. _____
Address _____
Cost _____

3. Copies of I.U. produced are ___ programs currently available.
(are not)

Ordering information for I.U. produced program.

4. Comments: Please share results with us
Thank you,
Clara Paul

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: Fred Breed

I. U. # 16

SUBJECT: Classroom Management Program

DATE:

1. We do (do not) have a formal program throughout the districts served.

2. Names of "Classroom Management" Programs use in this I. U.

   1. _____

      Address _____

      Cost _____

   2. _____

      Address _____

      Cost _____

   3. _____

      Address _____

      Cost _____

   4. _____

      Address _____

      Cost _____

   5. _____

      Address _____

      Cost _____

3. Copies of I.U. produced are (are not) programs currently available.

   Ordering information for I.U. produced program.

4. Comments: Bob,
Many members of our staff use either the program developed by Bill Horan in Williamsport or the program used by Pat Guerry. Sorry we couldn't be more helpful. Would be glad for any info. you gather. :) Fred

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: Miss Laura Edsell

I. U. # 17.

SUBJECT: Classroom Management Program

DATE:

1. We (do) do not have a formal program throughout the districts served.

2. Names of "Classroom Management" Programs use in this I. U.

1. TALK - Teaching American Language to Kids

Address Dr. Richard Dever
Indiana University
Cost ? Bloomington, Indiana

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced are / are not programs currently available.

Ordering information for I.U. produced program.

4. Comments:

The TALK program has proved to be an extremely successful language program which I have utilized in two classrooms for the trainable mentally retarded [illegible]

and in one classroom for the educable mentally retarded for the past 1½ years. This specific language program would also prove useful for language improvement both at the kindergarten and first grade levels. It teaches or improves a child's basic language skills through repetitive drill and the group's responding in unison. The TALK program also reinforces vocabulary development, correct syntax, the rhythm of language, as well as, increasing attending behaviors and a child's auditory memory span. It is a very flexible program which can be changed to meet specific needs of specific children.

I would certainly welcome any information which you have gained from this worthwhile effort and hope that the TALK Program may be as useful to you as it has been for me.

Laura Edell
Speech Clinician

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: F. Chopko

I. U. # 19

SUBJECT: Classroom Management Program

DATE:

1. We (do not) have a formal program throughout the districts served.

2. Names of "Classroom Management" Programs use in this I. U.

   1. _____

      Address _____

      Cost _____

   2. _____

      Address _____

      Cost _____

   3. _____

      Address _____

      Cost _____

   4. _____

      Address _____

      Cost _____

   5. _____

      Address _____

      Cost _____

3. Copies of I.U. produced are (are not) programs currently available.

   Ordering information for I.U. produced program.

4. Comments:

Good Luck on
a very worthwhile Project

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: Tom Mullen

I. U. # 21

SUBJECT: Classroom Management Program

DATE:

1. We do have a formal program throughout the districts served.
~~do not~~

2. Names of "Classroom Management" Programs use in this I. U.

1. Prentice Sp/Lang Program

Address IU 21 Schuylkill

Cost

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced are programs currently available.
~~are not~~

Ordering information for I.U. produced program.

4. Comments:

I.U. 20 will receive copies upon completion of 2nd printing of manual

* I am interested in info from your effort 63

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: **Martin Bordman, Assistant Director of Special Education**
Speech and Hearing
I. U. #26

SUBJECT: Classroom Management Program

DATE:

1. We ~~do~~ have a formal program throughout the districts served.
do not

2. Names of "Classroom Management" Programs use in this I. U.

1. _____

Address _____

Cost _____

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced are programs currently available.
are not

Ordering information for I.U. produced program.

4. Comments:
We would be interested in receiving information from your research.

TO: Robert A. Green
299 Industrial Park Road
Nazareth, Pennsylvania 18064

FROM: D. M. Hayduk Acting Sup. Speech and Hearing
I. U. # 27, Beaver Valley

SUBJECT: Classroom Management Program

DATE:

1. We ~~do~~ have a formal program throughout the districts served.
do not

2. Names of "Classroom Management" Programs use in this I. U.

1. _____

Address _____

Cost _____

2. _____

Address _____

Cost _____

3. _____

Address _____

Cost _____

4. _____

Address _____

Cost _____

5. _____

Address _____

Cost _____

3. Copies of I.U. produced ~~are~~ programs currently available.
are not

Ordering information for I.U. produced program.

4. Comments: We are interested in your research, and we would appreciate receiving any results from your efforts.

APPENDIX C

Sample Of Memo To School Personnel

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Chief School Administrators
Elementary Supervisors
Elementary Principals
Kindergarten and First Grade Teachers

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Kindergaretn and First Grade Group Speech Programs

DATE: September 22, 1975

The regular individual or small group speech therapy plan is not feasible for all pupils with speech deviation in kindergarten and first grades because of the frequency of mild and "maturational cases." However, it is felt that numerous pupils profit from stimulating group "speech improvement" or "preventive therapy" sessions in which the entire class is involved.

The Speech and Hearing Staff of Intermediate Unit Number 20 researched numerous group speech improvement programs and compiled this research into booklet form. A booklet summarizing each program will be distributed to each school in the near future for reference.

We encourage the school personnel concerned with the kindergarten and first grade activities to review the materials and consider our offer:

The speech therapists serving the schools will be available to:

1. Answer questions regarding programs in the booklet.

2. Provide the teacher with a copy (on loan) of the program(s) of interest which are summarized in the booklet.

3. Provide a selected program on
   (a) a weekly basis to the class(es) (each 15 to 30 minutes in length).
   (b) a demonstration basis for teacher follow-up.
   (c) a consultative basis with the teacher.

We feel that our efforts will be rewarding in reducing the number of speech problems in pupils in the elementary grades and benefit the children academically and socially with improved communication skills.

Please contact the speech therapist in your building or call (215) 759-7600 Ext. 23 or (717) 992-4145 Ext. 23 with your requests, questions or comments regarding our program. We look forward to hearing from you and implementing the program in the near future.

RAG:khp

APPENDIX D

Sample Of Speech Improvement Information Form

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

SPEECH IMPROVEMENT INFORMATION FORM

SPEECH THERAPIST_____ DATE_____

Kindergarten Teacher	Number of Pupils	School	District	Program	*Mode of Delivery	Session Length

* Legend:

Mode 1 Direct instruction by the therapist on a weekly basis.
Mode 2 Demonstration lessons and consultation with teachers; teachers delivering the majority of the program.
Mode 3 Consultation only; teachers involved in total delivery of the program.

APPENDIX E

Completed Speech Improvement Information Forms

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

SPEECH IMPROVEMENT INFORMATION FORM

SPEECH THERAPIST Nora Boyko DATE May 6, 1976

Kindergarten Teacher	Number of Pupils	School	District	Program	*Mode of Delivery	Session Length
Mrs. E Kleinhans	~~3~~ 5 AM	Williams Twp	Wilson	Speech Improvement	1	15 min.
Mrs E. Kleinhans	~~3~~ 5 PM	Williams Twp	Wilson	"	1	15 min.
Mrs. C. Kapp	21 AM	Porter	Easton	"	1	15 min
Mrs. C. Kapp	40 < 21 / 19 PM	Porter	Easton	"	1	15 min.
Mrs Johnson					1 ~~4~~ 2	

all

* Legend:

Mode 1 Direct instruction by the therapist on a weekly basis.
Mode 2 Demonstration lessons and consultation with teachers; teachers delivering the majority of the program.
Mode 3 Consultation only; teachers involved in total delivery of the program.

58

72

73

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

SPEECH IMPROVEMENT INFORMATION FORM

SPEECH THERAPIST Barbara A. Miller DATE May 4, 1976

Kindergarten Teacher	Number of Pupils	School	District	Program	*Mode of Delivery	Session Length
1 Mrs Tucker	55 21	Lincoln	E. Stroudsburg	speech	1	30 min.
2 Mrs Dreher	25 21	Lincoln	E. Stroudsburg	Remediation	1	30 min.
3				teacher		
4				delivery		
5				total.		
6						
7						
8						

* Legend:

Mode 1 Direct instruction by the therapist on a weekly basis.
Mode 2 Demonstration lessons and consultation with teachers; teachers delivering the majority of the program.
Mode 3 Consultation only; teachers involved in total delivery of the program.

59

74

75

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

SPEECH IMPROVEMENT INFORMATION FORM

SPEECH THERAPIST Carol A. Lynch DATE 5/6/76

Kindergarten Teacher	Number of Pupils	School	District	Program	*Mode of Delivery	Session Length
1 Mrs. Hartman	AM 20 - 15½	Cal. I	Bushkill	TALK	1	30 min/wk.
2 Mrs. Lewis	PM 20 - 5	Cal. I	Bushkill	TALK	1	30 min/wk.
3						
4						
5						
6						
7						
8						

1066

* Legend:

Mode 1 Direct instruction by the therapist on a weekly basis.
Mode 2 Demonstration lessons and consultation with teachers; teachers delivering the majority of the program.
Mode 3 Consultation only; teachers involved in total delivery of the program.

69

77

76

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

SPEECH IMPROVEMENT INFORMATION FORM

SPEECH THERAPIST Michele Cl[illegible] DATE May 6, 1976

Kindergarten Teacher	Number of Pupils	School	District	Program	*Mode of Delivery	Session Length
1 Kathy [illegible]	~~5~~ 7 40	[illegible]	[illegible]	[illegible]	Mode 1 & 2	15 ~~30~~ min.
2						
3						
4						
5						
6						
7						
8						

* Legend:

Mode 1 Direct instruction by the therapist on a weekly basis.
Mode 2 Demonstration lessons and consultation with teachers; teachers delivering the majority of the program.
Mode 3 Consultation only; teachers involved in total delivery of the program.

61

73

73

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

SPEECH IMPROVEMENT INFORMATION FORM

SPEECH THERAPIST Karen Kulchycki DATE May 1, 1976

	Kindergarten Teacher	Number of Pupils	School	District	Program	*Mode of Delivery	Session Length
1	Mrs Fackenthal	54 51	Liberty	Wilson	Speech Therapy	1	30 min/wk
2	Miss DeVito	~~52~~ 56	Hay	Wilson	Speech Therapy	1	30 min/wk
3	Miss Picchioli	46 49	Forks	Easton	Speech Therapy	1	15 min/wk
4							
5							
6							
7							
8							

* Legend:

Mode 1 Direct instruction by the therapist on a weekly basis.
Mode 2 Demonstration lessons and consultation with teachers; teachers delivering the majority of the program.
Mode 3 Consultation only; teachers involved in total delivery of the program.

62

51

50

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

SPEECH IMPROVEMENT INFORMATION FORM

SPEECH THERAPIST Marcia M. Bliss DATE May 6, 1976

Kindergarten Teacher	Number of Pupils	School	District	Program	*Mode of Delivery	Session Length
1 Mrs. Kulp	25 22	Hamilton	Stg	Speech Improvement	1	30 mins.
2 Mrs. Hertz	18	Hamilton	Stg	Speech Improvement	1	30 mins.
3 Mrs. Kyle	24 22	Kennedy	Stg	Speech Improvement	1	30 mins.
4						
5						
6						
7						
8						

ok

* Legend:

Mode 1 Direct instruction by the therapist on a weekly basis.
Mode 2 Demonstration lessons and consultation with teachers; teachers delivering the majority of the program.
Mode 3 Consultation only; teachers involved in total delivery of the program.

63

82

83

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

SPEECH IMPROVEMENT INFORMATION FORM

SPEECH THERAPIST Sue Stelty DATE 5/11/76

Kindergarten Teacher	Number of Pupils	School	District	Program	*Mode of Delivery	Session Length
1 MRS. CASCIANO	16	Columbus	BANGOR	classroom management	1	15 minutes/week
2 "	20	"	"	"	"	"
3 MRS. Townsend	17 19	"	"	"	"	"
4 "	~~21~~ 18	"	"	"	"	"
5						
6						
7						
8						

* Legend:

Mode 1 Direct instruction by the therapist on a weekly basis.
Mode 2 Demonstration lessons and consultation with teachers; teachers delivering the majority of the program.
Mode 3 Consultation only; teachers involved in total delivery of the program.

64

S5

S1

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

SPEECH IMPROVEMENT INFORMATION FORM

SPEECH THERAPIST Joelyne Pohutsky DATE 5/6/76

Kindergarten Teacher	Number of Pupils	School	District	Program	*Mode of Delivery	Session Length
1 Mrs. Davis	46	Five Points	Bangor	Talk Program	1	30 min.
2 Mrs. Kieschnick	43	Five Points	Bangor	Talk Program	1	30 min.
3						
4						
5						
6						
7						
8						

* Legend:

Mode 1 Direct instruction by the therapist on a weekly basis.
Mode 2 Demonstration lessons and consultation with teachers; teachers delivering the majority of the program.
Mode 3 Consultation only; teachers involved in total delivery of the program.

95

86

87

APPENDIX F

Sample Of Pupil Listing Form

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO: Robert A. Green, Supervisor of Special Education

FROM:

SUBJECT: Listing of Kindergarten Pupils Who Received Speech Improvement Session 1975-1976

DATE: June 7, 1976

School & District	Teacher	Time Per Week 15 min. 30 min.	Pupil	School & District	Teacher	Time Per Week 15 min. 30 min.	Pupil

APPENDIX G

Summary Of Formative Evaluation

The mid-year formulative evaluation involved a personal interview with each participating teacher.

The formulative evaluation was very positive. Teachers indicated the following aspects of the program as valuable.

..."helps in phonics, children responding quicker."

..."improvement in speech-enumeration."

..."helps those with basic mistakes sooner."
"Work in a group is good, makes pupils feel at ease."

..."The therapist is better able to select pupils with speech problems."

..."is a good head start for the pupils."

..."Having someone different in the room is valuable for the children."

..."provides emphasis on one aspect (speech)."

..."provides a good language background."

..."teaching them to talk in longer sentences."

..."enriching their vocabulary."

..."helping with their alphabet skills."

..."reinforces colors, conversation, as well as letter sounds and vocabulary."

..."pupils like the program."

..."makes pupils who do go out alone for more severe speech problems feel better."

..."pupils are correcting other pupils."

..."Correcting pupils at the start of their schooling is of great value."

"helps children with their sounds which helps their pre-reading skills."

"kids who score low would have scored lower."

"great reinforcement for speech helpers."

"greater improvement on the California (Readiness Test) can be expected."

"reinforced the items in the class."

"made children more aware of the language situation."

"works in conjunction with the reading program."

"...correlates with classroom work/reinformces classroom work."

"It is enjoyable."

"It is an important prerequisite in their education."

"...good contact and consultation with the therapist."

"children are not singled out."

"They each feel like somebody special."

"The children gain better acceptance of why other children do go out for 'speech help.'"

Since none of the teachers chose modes II or III each teacher was asked why she chose the mode she did, rather than another mode. The responses were:

"The therapist knows the program best."

"Someone new in the class is a positive aspect.

"The therapist suggested this mode, teacher agreed."

"She (the speech therapist) is the expert, and a different person for the pupils to experience."

"I (teacher) would probably not find time to do the program on a regular basis. By having the speech therapist schedule the time weekly time was made for the program."

"Therapists have a much better foundation in speech."

"I like to have another person for the children to communicate with."

"...need for emphasis of another person."

"Teacher also does it, but there is value to additional structure of the speech therapist."

"It is good to have the pupils hear different directions from different persons."

"...gave time to teacher and therapist to work in small groups..."

"...speech therapist is better trained."

In the future, if we could encourage the teachers to carry on the program with less direct help we could provide more services elsewhere. We asked, do you feel that you could and would carry on such a program without the direct involvement of the speech therapist? The responses were:

"--I would try, but the teacher does not have the same background."

"--Yes, possibly, but I need indirect help--I'm not trained in speech therapy."

"--No, not to the same extent,--time is a big problem...also the knowlefge in the area of speech."

"--Yes, but time is a problem, also the high enrollment."

"--Yes, much of what is done is also done by the classroom teacher.

"--No, we have too much to cover."

"--No, I would like to have a cooperative effort with the therapist."

"--I would try to arrange something."

"--Yes, I would have to."

"--Iwould like the resource help in the future."

"--I would continue with some things."

"--No, it is supplemental. It should be done by the therapist as it is done. There is the need for a highly concentrated emphasis."

"--No, I feel my background is lacking."
Yes, but not nearly as much would be covered."

"--Yes, but someone specially trained is helpful to the teacher, as well as to the class. Skills are many--it would take a long time to do as well. Looks like a continuing in-service."

"--Yes, but it would be difficult to accomplish, seeing how things are done."

In looking for weak points the following question was asked: "What are the drawbacks, if any; of such a program?" The responses were:

"--The time factor. It takes ½ hour of 2½ hours."

"--I didn't see any."

"--It should be followed up more by the teacher."

"--Some children who do not need it become restless."

"--discipline--In this case the therapist is not classroom oriented."

"--There should be more involvement with pupils."

"--It is only one day a week. There is not way to make up for interruption in schedule due to cancelled sessions."

"--The vocabulary being used is to high."

"--There should be more language than speech."

"--Time is at a premium--it competes for time.

We expected to reduce the number of pupils needing speech therapy in first grade. Could we, at mid-year, determine what the program was accomplishing? We asked, "Have you seen any observable

benefits from the program?" The responses were positive.

"--Yes, speech is improving."

"--Spontaneous language is emerging--there is much more talking."

"--Children are more conscious--they have a speech improvement time."

"--Pre-reading skills are improving--children are learning initial, middle, and final locations of sounds."

"--Kids are more generous to children who do go out for speech therapy (an attitude change)."

"--position changes in attitude toward school--very emphatically."

"--improved listening skills, familiarity with the alphabet."

"--Exposure to other people is very important--there is a better chance in getting the topic across."

"--Kids have fun with words--attitudinal change? Yes, a positive approach to school."

"--More talking in fuller sentences, more spontaneous speech."

"--No, more"

"--Yes, pre-reading skills and articulation of sounds is increased."

"--Pre-reading skills are improving greatly."

"--It is also good reinforcement for those taken out for speech."

"--Awareness of speech helpers led to recognizing beginning sounds."

"--Speech improved greatly in one child with increased improvement in attitude toward school in general."

"--Yes, the children are all more willing to talk; including those out for speech therapy."

"--Good reinforcement for teachers lessons."

"--Speech improvement."

"--Longer sentences, more spontaneous speech."

"--Speech did improve."

"--doing better in tests."

"--Pupils enjoyed this greatly. Some picked up and corrected minor mistakes."

"--Having the therapist be able to be with the pupils to hear their speech patterns allowed her to select those who needed more help on their speech."

We did not approach the parents with questions for a number of reasons. First, since the time spent with the children was limited, changes in individual children were often subtle. Second, parents generally, it was felt, would not have a valid basis for judging the effectiveness of such a program, or attributing the subtle changes to the program, as a teacher might be able to do by using her past experience of classes for comparison. Instead, we asked the teachers: "If you have had responses from parents what were these responses to the program?" The teachers responses were:

"...no responses specifically referring to the program other than generally glad for the program."

"...parents were pleased to hear about the program in a teacher's conference."

"--a question of attitudinal change (for the positive) was raised in one case."

"--a few mentioned it--a positive reaction."

"--Yes! positive."

"--No, not in general since it wasn't publicized."

"--only 'what was it about' -- but always positive."

"I'm glad to hear that we have another facit of help."

"--Where parents did meet with me and discuss the speech aspect there was 100% positive reaction."

The therapists participating in the program provided continuous informal feedback during the year. Their reaction was positive, but not as strong as the view of the kindergarten teachers. The speech therapists saw the program as an ancillary program rather than the integral part of the kindergarten curriculum in which the teachers gave it credit. The speech therapists reported that they did find the program enjoyable and rewarding, however.

APPENDIX H

Sample Of Summative Evaluation For Speech Therapist..

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO:

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? Yes No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	4	3	2	1	0
b. Increase Listening Abilities	5	4	3	2	1	0
c. Increase in Discrimination Abilities	5	4	3	2	1	0
d. Increase in language useage	5	4	3	2	1	0
e. Increase in ability to produce sounds correctly	5	4	3	2	1	0
f. Increase in pre-reading skills	5	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? Yes No

4. Would you like a different mode of delivery of instruction? Yes No
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp

APPENDIX I

Summary Of Summative Evaluation From

Speech Therapists

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO:

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? Yes No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH	SOMEWHAT	NOT AT ALL
a. Awareness of sounds	(4)5 (2)4	(1)3 2	1 0
b. Increase Listening Abilities	(4)5 (2)4	(1)3 2	1 0
c. Increase in Discrimination Abilities	(3)5 (2)4	(1)3 (1)2	1 0
d. Increase in language useage	(2)5 (1)4	(3)3 2	1 0
e. Increase in ability to produce sounds correctly	(2)5 (4)4	(1)3 2	1 0
f. Increase in pre-reading skills	(1)5 (3)4	(2)3 2	1 0

16 - 41% 11, 7, 33 - 9,23 - 1,25

3. Are you willing to continue this program next year as you did this year? 6 Yes 2 No

4. Would you like a different mode of delivery of instruction? 3 Yes 5 No
If yes, please explain:

-would like more involvement further kindergarten teachers - I personally feel they just wanted a break.
-would like more of an emphasis on language development. Use of modified TALK program.

5. Please share with us any other effects or comments that you have regarding the program.

"I was very satisfied with the program this year especially with the

RAG:khp

combination of speech improvement and the TALK program.

-I would like to have pre-tests and past tests established to measure progress or improvements.

-I was pleased with my program. Next year I will change things here and there in the program. I want to add more language courses. Next year I am interested in how many speech problems will be in first grade.

-Need more of a rigid scheduled time slot for doing lessons--sometimes had to wait while teacher finished classes--wasted my time. There was much carryover to classroom and a coordinate of letters and sounds. Also language reinformcment was carried over.

-The feedback from my teacher has indicated that the program was geared to their phonic reading set up in first grade. They were most enthusiastic about this. They felt their child had made definite gains.

-Would prefer teacher delivered instruction under my direction if necessary.

-It was very noticeable as the program progressed teachers were becoming more and more receptive to the program and cooperating with follow up and with the sounds. All gave kind words of appreciation of the good that had been done for their children with the development of word discussion and usage of the words, etc.

APPENDIX J

Completed Summative Evaluation From Speech Therapists

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO: Sue Stitt

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	4	(3)	2	1	0
b. Increase Listening Abilities	5	4	(3)	2	1	0
c. Increase in Discrimination Abilities	5	4	(3)	2	1	0
d. Increase in language useage	5	(4)	3	2	1	0
e. Increase in ability to produce sounds correctly	5	(4)	3	2	1	0
f. Increase in pre-reading skills dont Know	5	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? Yes (No)

4. Would you like a different mode of delivery of instruction? (Yes) No
If yes, please explain:

would prefer teacher delivered instruction under my direction if necessary

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO: Barbara Miller

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	4	3	2	1	0
b. Increase Listening Abilities	5	4	3	2	1	0
c. Increase in Discrimination Abilities	5	4	3	2	1	0
d. Increase in language useage	5	4	3	2	1	0
e. Increase in ability to produce sounds correctly	5	4	3	2	1	0
f. Increase in pre-reading skills	5	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes No
If yes, please explain:

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp

The feedback from my teachers has indicated that the program was geared to their phonics reading setup in first grade. They were most enthusiastic about it. They felt their children had made definite gain.

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO: Michelle Clearage

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	(4)	3	2	1	0
b. Increase Listening Abilities	5	(4)	3	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	(5)	4	3	2	1	0
e. Increase in ability to produce sounds correctly	5	(4)	3	2	1	0
f. Increase in pre-reading skills	5	4	(3)	2	1	0

3. Are you willing to continue this program next year as you did this year? Yes (No)

4. Would you like a different mode of delivery of instruction? (Yes) No
If yes, please explain:

I would like more of an emphasis on language development - use of modified TAIK program. (Individual)

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp

Need more of a rigid scheduled time slot for doing lessons - sometimes had to wait while teacher finished class - wasted my time. There was much carry-over

to classroom and a co-ordination of letters + sounds.
Also language reinforcement was carried over.

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO: Nora Boyko

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	(5)	4	3	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	5	4	(3)	2	1	0
e. Increase in ability to produce sounds correctly	(5)	4	3	2	1	0
f. Increase in pre-reading skills	5	(4)	3	2	1	0

3. Are you willing to continue this program next year as you did this year? Yes No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program. I was pleased with my program. Next year I will change things here & there in the program. I want to add more language concepts. Next year I am interested in how many speech problems will be in 1st grade.

RAG:khp

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO: Karen Kulchycki

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	(4)	3	2	1	0
b. Increase Listening Abilities	5	(4)	(3)	2	1	0
c. Increase in Discrimination Abilities	5	4	(3)	(2)	1	0
d. Increase in language useage	5	4	3	(2)	1	0
e. Increase in ability to produce sounds correctly	5	4	(3)	2	1	0
f. Increase in pre-reading skills	5	4	(3)	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) (No) too much paper work - just kidding

4. Would you like a different mode of delivery of instruction? (Yes) No
If yes, please explain:

I would appreciate more ~~improvement~~ involvement from the 4th teacher. I personally feel they just marked a check (~~twice~~ once).

5. Please share with us any other effects or comments that you have regarding the program.

I would like to have dittos as pretests and post-tests established to be able to measure progress or improvements.

RAG:khp

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO: Carol Snyder

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	(5)	4	3	2	1	0
c. Increase in Discrimination Abilities	(5)	4	3	2	1	0
d. Increase in language useage	(5)	4	3	2	1	0
e. Increase in ability to produce sounds correctly	5	(4)	3	2	1	0
f. Increase in pre-reading skills	5	(4)	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? (Yes) & (No)
If yes, please explain:

I would not change the general program but there were several lessons I would change which did not work well with the group.

5. Please share with us any other effects or comments that you have regarding the program.

I was very satisfied with the program this year - especially with the combination of speech improvement and the T.A.L.K. program.

RAG:khp

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO: Joelynn Robertshaw

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? Yes No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	4	3	2	1	0
b. Increase Listening Abilities	5	4	3	2	1	0
c. Increase in Discrimination Abilities	5	4	3	2	1	0
d. Increase in language useage	5	4	3	2	1	0
e. Increase in abiility to produce sounds correctly	5	4	3	2	1	0
f. Increase in pre-reading skills	5	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp Duties began April 5, 1976

* These questions are difficult, if not impossible, for me to answered. I have no knowledge of what the pupils where doing in order to form a comparison.

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
P. O. Box 179
Nazareth, Pennsylvania 18064

TO: Marcia Blos

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 3, 1976

In reference to the speech improvement program in which you participated during this school year, will you please complete the following short questionnaire and return it prior to the close of school.

If you wish to discuss any concern about the program, please see me.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in the class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	(5)	4	3	2	1	0
c. Increase in Discrimination Abilities	(5)	4	3	2	1	0
d. Increase in language useage	5	4	3	2	1	0
e. Increase in ability to produce sounds correctly	(5)	4	3	2	1	0
f. Increase in pre-reading skills	5	(4)	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp

It was very noticable as the program progressed teachers were becoming more & more receptive to the program & cooperating with follow up work with the sounds. I all gave kind words of appreciation of the help that had done for their children with

112

the development of sound discrimination & usage of the sounds, and sets.

APPENDIX K

Sample Of Summative Evaluation Form For Teachers

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO:

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE:

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? Yes No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	4	3	2	1	0
b. Increase Listening Abilities	5	4	3	2	1	0
c. Increase in Discrimination Abilities	5	4	3	2	1	0
d. Increase in language useage	5	4	3	2	1	0
e. Increase in ability to produce sounds correctly	5	4	3	2	1	0
f. Increase in pre-reading skills	5	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? Yes No

4. Would you like a different mode of delivery of instruction? Yes No
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp

APPENDIX L

Summary Of Summative Evaluation From Teachers

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO:

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE:

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? 17 Yes 0 No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

		VERY MUCH	SOMEWHAT	NOT AT ALL
a.	Awareness of sounds	7 5 7	2 3 1 2	1 0
b.	Increase Listening Abilities	4 5 6	6 3 1 2	1 0
c.	Increase in Discrimination Abilities	4 5 8	5 3 2	1 0
d.	Increase in language useage	6 5 3	3 3 3 2	1 1 0
e.	Increase in ability to produce sounds correctly	5 5 6	6 3 2	1 0
f.	Increase in pre-reading skills	5 5 5	5 3 2 2	1 0
		31 36	25 7	1

3. Are you willing to continue this program next year as you did this year? 17 Yes 0 No

4. Would you like a different mode of delivery of instruction? 3 Yes 12 No 2 No Resp.
If yes, please explain:

-more emphasis on language usage and listening skills is preferred.
-I have discussed my ideas with the therapist concerning more language development.
-The class felt that it was too hard for them...They enjoyed the teacher but did not understand her vocabulary.

5. Please share with us any other effects or comments that you have regarding the program.

- I hope the next (therapist) ... will continue to offer the program to

RAG:khp

the Kindergarten. I will be very upset if it is not offered.

- The children liked the Magic Circle. Everybody felt success.

- Miss Boyko did a great job.

- My children really enjoyed Miss Boyko's lessons...Hope she has time for us next year!

- Feel that program was not as effective as it might have been because of frequent cancellation of the class due to therapist absence or change of schedule.

- The program was very satisfactory--I am interested in any other type of program you may have to offer. My class was involved in other work much of the time the program was scheduled so we did not participate as much as we would have liked.

- very good.

- Mrs. Miller did an excellent job teaching sound awareness to my afternoon Kindergarten. If possible I would like to see this service extended to the morning session, too. I would be willing to assist her in any way that would benefit the program, it was a very worthwhile project.

- I felt the program was an excellent reinforcement of our letter sounds. The children enjoyed the program and profited a great deal from it.

- I feel this program was tremendous.

- This really enriched their vocabulary, speaking, and language usage.

- It was a great follow up and enrichment for the children. The speech teacher and I worked out a flexible program which included many times incorporating what we were doing in our readiness program.

- Mrs. Miller worked with my p.m. group (Kindergarten) and they were further ahead than the a.m. group by the end of the year. I would like to continue this program.

- I really noticed a difference in my class who had speech. Very good results.

APPENDIX M

Completed Summative Evaluation From Teachers

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Kirschner

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	(4)	3	2	1	0
b. Increase Listening Abilities	5	(4)	3	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	5	(4)	3	2	1	0
e. Increase in ability to produce sounds correctly	5	(4)	3	2	1	0
f. Increase in pre-reading skills	5	(4)	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

very good

RAG:khp

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Martin

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	(5)	4	3	2	1	0
c. Increase in Discrimination Abilities	(5)	4	3	2	1	0
d. Increase in language useage	(5)	4	3	2	1	0
e. Increase in ability to produce sounds correctly	(5)	4	3	2	1	0
f. Increase in pre-reading skills	(5)	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp Mrs. Miller did an excellent job teaching sound awareness to my afternoon Kindergarten. If possible I would like to see this service extended to the morning session too. I would be willing ↓

to assist her in anyway that would benefit the program, it was a very worthwhile project.

Kathie Martin

I. U. NUMBER 20
SPECIAL EDUCATION
RECEIVED
JUN 4 1976
INITIALS:
TO:

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: ~~Mrs.~~ Ms. Frantz

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	(5)	4	3	2	1	0
c. Increase in Discrimination Abilities	(5)	4	3	2	1	0
d. Increase in language useage	(5)	4	3	2	1	0
e. Increase in ability to produce sounds correctly	(5)	4	3	2	1	0
f. Increase in pre-reading skills	(5)	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp I felt the program was an excellent reinforcement of our letter sounds. The children enjoyed the program & profited a great deal from it.

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Pyle

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	(5)	4	3	2	1	0
c. Increase in Discrimination Abilities	(5)	4	3	2	1	0
d. Increase in language useage	(5)	4	3	2	1	0
e. Increase in ability to produce sounds correctly	(5)	4	3	2	1	0
f. Increase in pre-reading skills	(5)	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

I feel this program was tremendous!

RAG:khp

I. U. NUMBER 20
SPECIAL EDUCATION
RECEIVED
JUN 8 1976
INITIALS:
TO:

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Sabatine

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	(5)	4	3	2	1	0
c. Increase in Discrimination Abilities	(5)	4	3	2	1	0
d. Increase in language useage	(5)	4	3	2	1	0
e. Increase in ability to produce sounds correctly	(5)	4	3	2	1	0
f. Increase in pre-reading skills	(5)	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

Mrs. Snyder did an excellent job with my Kindergarten class. One aspect of her program I really felt applicable was the T.A.K. Program. This really enriched their vocabulary, speaking, and language useage!

RAG:khp

Mrs. Steven Sabatine

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Davis

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	5	(4)	3	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	(5)	4	3	2	1	0
e. Increase in ability to produce sounds correctly	5	(4)	3	2	1	0
f. Increase in pre-reading skills	(5)	4	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp

I. U. NUMBER 20
SPECIAL EDUCATION
RECEIVED
JUN 22 1976
INITIALS:
TO:

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Miss Pacchioli

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	4	(3)	2	1	0
b. Increase Listening Abilities	5	(4)	3	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	5	4	(3)	2	1	0
e. Increase in ability to produce sounds correctly	(5)	4	3	2	1	0
f. Increase in pre-reading skills	5	(4)	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp It was a great follow-up and enrichment for the children. The speech teacher and I worked out a flexible program which included many times incorporating what we were doing in our readiness program 127

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Pula

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	5	(4)	3	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	5	(4)	3	2	1	0
e. Increase in ability to produce sounds correctly	5	4	(3)	2	1	0
f. Increase in pre-reading skills	5	4	(3)	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

I really noticed a difference in my class this year. Very good results!

RAG:khp

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Weiss

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	(4)	3	2	1	0
b. Increase Listening Abilities	5	(4)	3	2	1	0
c. Increase in Discrimination Abilities	5	4	(3)	2	1	0
d. Increase in language useage	5	(4)	3	2	1	0
e. Increase in ability to produce sounds correctly	(5)	4	3	2	1	0
f. Increase in pre-reading skills	5	4	(3)	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp Mrs. Carol Snyder informed me she probably would not be at the Chestnuthill Building next year. I hope the person who takes her place will continue to offer this program to the Kindergarten. I will be very upset if it is not offered.

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mr. Tucker

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	(5)	4	3	2	1	0
b. Increase Listening Abilities	5	4	(3)	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	5	4	3	2	(1)	0
e. Increase in ability to produce sounds correctly	5	(4)	3	2	1	0
f. Increase in pre-reading skills	5	(4)	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

Miss Russo worked on a 1-1 & the child was more aware. Mrs. Miller worked with

5. Please share with us any other effects or comments that you have regarding the program.

my p.m. group (Kdgn.) and they were further ahead than the a.m. group by the end of the year. I would like to continue this program.

RAG:khp

Barbara Tucker

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Miss Kathy Keck

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, pleas- rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	(4)	3	2	1	0
b. Increase Listening Abilities	5	4	(3)	2	1	0
c. Increase in Discrimination Abilities	5	4	(3)	2	1	0
d. Increase in language useage	(5)	4	3	2	1	0
e. Increase in ability to produce sounds correctly	5	(4)	3	2	1	0
f. Increase in pre-reading skills	5	4	3	(2)	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? (Yes) No
If yes, please explain:

I have discussed my ideas with the therapist concerning more language development

5. Please share with us any other effects or comments that you have regarding the program. The children liked the 'Magic Circle'. Everybody felt success.

RAG:khp

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. C. Rapp

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	(4)	3	2	1	0
b. Increase Listening Abilities	5	4	(3)	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	5	4	3	(2)	1	0
e. Increase in ability to produce sounds correctly	5	(4)	3	2	1	0
f. Increase in pre-reading skills	5	4	(3)	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

Miss Boyko did a great job.

RAG:khp

I. U. NUMBER 20
SPECIAL EDUCATION
RECEIVED
JUN 3 1976
INITIALS: CLP
TO: RAG

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. E. Kleinhans

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	(4)	3	2	1	0
b. Increase Listening Abilities	5	4	(3)	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	5	4	(3)	2	1	0
e. Increase in ability to produce sounds correctly	5	4	(3)	2	1	0
f. Increase in pre-reading skills	5	4	(3)	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes (No)
If yes, please explain:

_____

_____

5. Please share with us any other effects or comments that you have regarding the program.

My children really enjoyed Miss Boyco's lessons. She is always full of energy and really comes across well!

Hope she has time for us next year!

RAG:khp

Eddie Kleinhans

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Miss DeVito

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	(4)	3	2	1	0
b. Increase Listening Abilities	5	(4)	3	2	1	0
c. Increase in Discrimination Abilities	5	(4)	3	2	1	0
d. Increase in language useage	5	4	3	(2)	1	0
e. Increase in ability to produce sounds correctly	5	4	(3)	2	1	0
f. Increase in pre-reading skills	5	4	3	(2)	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? (Yes) No
If yes, please explain:

During a discussion with my class I discovered their feelings concerning

5. Please share with us any other effects or comments that you have regarding the program.

the speech program. They felt it was too hard for them. They didn't understand most of what was taught. They enjoyed their teacher, but did not.

RAG:khp

understand her vocabulary. I felt the reinforcement of the consonant sounds was beneficial to them.

Perhaps the first half of the year could be spent on individuals, and the second half on lessons including the entire class.

Miss DeVito

I. U. NUMBER 20
SPECIAL EDUCATION
RECEIVED
JUN 16 1976
INITIALS:
TO:

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Johnson

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	(4)	3	2	1	0
b. Increase Listening Abilities	5	4	(3)	2	1	0
c. Increase in Discrimination Abilities	5	4	(3)	2	1	0
d. Increase in language useage	5	4	3	(2)	1	0
e. Increase in ability to produce sounds correctly	5	4	(3)	2	1	0
f. Increase in pre-reading skills	5	(4)	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes No
If yes, please explain:

The program was very satisfactory - but interested in a different type of program

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp

You may have to offer.
My class was involved in other work mu
& the time the program was scheduled so we
did not participate as much as we would ha
liked.

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Fackenthal

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	4	(3)	2	1	0
b. Increase Listening Abilities	5	4	(3)	2	1	0
c. Increase in Discrimination Abilities	5	4	(3)	2	1	0
d. Increase in language useage	5	4	(3)	2	1	0
e. Increase in ability to produce sounds correctly	5	4	(3)	2	1	0
f. Increase in pre-reading skills	5	4	(3)	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes No
If yes, please explain:

More emphasis on language usage & listening skills is preferred.

5. Please share with us any other effects or comments that you have regarding the program. The oral program was not as effective as it might have been, because of frequent cancellations of the class due to therapist absence or changes of schedule.

RAG:khp

Kdgn movies in P.M.'s

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

TO: Mrs. Casciano

FROM: Robert A. Green, Supervisor of Special Education

SUBJECT: Speech Improvement Program

DATE: June 1, 1976

In reference to the speech improvement program in which your class participated this school year will you please complete the following short questionnaire and return it in the enclosed envelope.

If you wish to discuss any concern about the program, please call me at (215) 759-7600 or (717) 992-4145.

1. Were you satisfied with the program overall? (Yes) No

2. If you have noticed improvements in the pupils in your class that you would attribute to the speech improvement program, please rate them below.

	VERY MUCH		SOMEWHAT		NOT AT ALL	
a. Awareness of sounds	5	4	3	(2)	1	0
b. Increase Listening Abilities	5	4	3	(2)	1	0
c. Increase in Discrimination Abilities	5	4	(3)	2	1	0
d. Increase in language useage	5	(4)	3	2	1	0
e. Increase in ability to produce sounds correctly	5	4	(3)	2	1	0
f. Increase in pre-reading skills	5	(4)	3	2	1	0

3. Are you willing to continue this program next year as you did this year? (Yes) No

4. Would you like a different mode of delivery of instruction? Yes No
If yes, please explain:

Perhaps a smaller group would be more effective

5. Please share with us any other effects or comments that you have regarding the program.

RAG:khp

I. U. NUMBER 20
SPECIAL EDUCATION
RECEIVED
JUN 8 1976
INITIALS:
TO:

APPENDIX N

Reading Readiness Scores

COMPARISON OF PUPILS' AVERAGE SCORES

DISTRICT A	Metropolitan Readiness Test			Form B		May, 1976	
	WORD MEANING	LISTENING	MATCHING	ALPHABET	NUMBERS	COPYING	TOTAL
Pupils who received SIP (N=36)	11.52	10.58	10.69	14.14	17.67	10.75	85.36
Pupils who did not receive SIP (N=49)	10.90	10.55	10.12	13.51	14.41	9.18	67.45
Scores of SIP pupils compared to non SIP pupils	+5.4%	+.3%	+5.3%	+4.5%	+18.5%	+14.6%	+10.5%

COMPARISON OF PUPILS' AVERAGE SCORES

DISTRICT B	Metropolitan Readiness Test			Form A			Spring, 1976
	WORD MEANING	LISTENING	MATCHING	ALPHABET	NUMBERS	COPYING	TOTAL
Pupils who received SIP (N=106)	9.85	10.42	9.27	13.05	14.33	7.31	64.24
Pupils who did not receive SIP (N=139)	8.80	9.94	9.05	12.58	13.22	6.65	60.24
Scores of SIP pupils compared to non SIP pupils	+10.7%	+4.6%	+2.3%	+3.6%	+7.7%	+9.0%	+6.2%

115

COMPARISON OF PUPILS' AVERAGE SCORES

DISTRICT C	Metropolitan Readiness Test			Form A		Fall, 1976	
	WORD MEANING	LISTENING	MATCHING	ALPHABET	NUMBERS	COPYING	TOTAL
Pupils who received SIP (N=89)	11.20	11.31	11.55	14.81	16.56	9.91	75.80
Pupils who did not receive SIP (N=58)	9.69	10.97	10.53	14.36	14.12	9.41	69.09
Scores of SIP pupils compared to non SIP pupils	+13.5%	+3.0%	+8.8%	+3.0%	+14.7%	+5.0%	+8.9%

COMPARISON OF PUPILS' AVERAGE SCORES

DISTRICT D — McGraw Hill Test of Basic Skills — Form S — Level A — Spring, 1976

	Letter Forms	Letter Names	Listing for Information	Letter Sounds	Vis Disc	Sound Match	Lang.	Preready Total
Pupils who received SIP (N=48)	6.63	6.69	6.63	6.73	6.73	6.63	9.96	8.75
Pupils did not receive SIP (N=49)	6.49	6.47	6.49	6.43	6.47	6.38	9.71	8.00
Scores of SIP pupils compared to scores of non SIP pupils	+2.1%	+3.3%	+2.1%	+4.5%	+3.9%	+3.7%	+2.5%	+8.6%

COMPARISON OF PUPILS' AVERAGE SCORES

DISTRICT E — PMA Readiness Level Kindergarten Profile - March, 1976

	AudiDisc	Verbal Meaning	Perceptual Speed	Number Facility	Spatial Relation	Total
Pupils received SIP (N=40)	10.03	13.30	18.00	11.63	12.13	65.08
Pupils did not receive SIP (N=46)	10.41	11.74	15.63	13.80	9.83	61.43
Scores of SIP pupils compared to scores of non SIP pupils	-3.7%	+11.7%	+13.2%	-15.7%	+19.0%	+5.6%

APPENDIX O

District Response

PLEASANT VALLEY ELEMENTARY SCHOOLS

TOWNSHIPS OF
CHESTNUTHILL
ELDRED - POLK - ROSS

Polk School: 215—681-4044
Chestnuthill School: 717—992-4049
Eldred School: 215—381-3634

February 18,1977

Robert Green
% Colonial Northampton
I.U. No. 20
299 Industrial Park South
Nazareth, Penna. 18064

Dear Mr. Green,

We have enclosed for your use a summary sheet for the 1976-77 administration of the Metropolitan Readiness Tests to our entire district-wide first grade. These youngsters were exposed to Mrs.Carol Snyder's Speech Improvement Program in kindergarten last year. Our district is certainly well satisfied with these results and they speak quite well for the work of Mrs.Snyder and our kindergarten staff.

Respectfully,

Harrie L. Blood

Harrie L. Blood
Elementary Principal

HLB:lw

I. U. NUMBER 20
SPECIAL EDUCATION
RECEIVED
FEB 22 1977
INITIALS:
TO:

Pleasant Valley School District

Metropolitan Readiness Tests

Grade 1 -- 146 pupils tested October, 1976.

Area tested include -- word meaning, listening, matching, alphabet, numbers and copying.

Results

	No. of cases	Pct.
Above 76 -- A -- Superior	62	43%
64 - 76 -- B -- High Normal	60	41%
45 - 63 -- C -- Average	22	15%
24 - 44 -- D -- Low Normal	2	1%
Below 24 -- E -- Low	0	0
	146	100%

APPENDIX P

An Annotated Resource Bibliography For

Speech Improvement

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

1975

"An Annotated Resource Bibliography for Speech Improvement"

Compiled by

Marcia Bloss
Carol Blumstein
Susan Blauel
Nora Boyko
Nancy Hilliard
Diane Kopscick
Karen Kulchycki
Anne Loetzbeier
Barbara Miller
Robin Moore
Carol Snyder
Marilyn Wise

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Preface

The following text was designed and prepared by committee members of the Speech and Hearing Staff of the Colonial Northampton Intermediate Unit Number 20 in an effort to meet the needs of classroom teachers, especially those in the primary grades, and speech clinicians preparing speech improvement programs.

The Text describes, in outline form, programs, references and books. It is intended for use as a resource tool for teachers and clinicians.

A detailed resumé is given for each resource listed. For explanation of any technical terms, it is suggested the speech clinician be contacted.

Acknowledgments

Personnel of I.U. #20

Dr. H. Ronald Huber, Executive Director
Dr. John A. Abbruzzese, Jr., Director of Special Education
Robert A. Green, Supervisor of Speech and Hearing
Mrs. Kathie Plotsko, Secretary

Auditory Perception

Thomas Oakland and Fern C. Williams

Special Child Publications
4535 Union Bay Place N. E.
Seattle, Washington 98105

1971

1. Age level: Primary grades

2. For use by: Classroom teacher, speech clinician and/or reading specialist

3. Sounds included: m, n, l, r, p, k, t, h, b, th, f, s, th, g, d, sh, ch, sp, st, vowels

4. Description of program:	Yes	No
a. In developmental sequence		X
b. Sample lesson included	X	
c. Activities included		
(1) Awareness of sound	X	
(2) Listening skills	X	
(3) Discrimination	X	
(4) Phonetic placement	X	
(5) Poems, stories, games	X	
(6) Word lists	X	
(7) Follow-up	X	
d. Illustrations included		X
e. Suitable for large group	X	
f. Suitable for small group	X	
5. Materials included:		X
6. Equipment needed: as directed by lessons	X	
7. Additional resource materials:	X	

24 representative tests for auditory perception are listed and explained as well as informal evaluation methods.

Commercially published instructional materials are listed including books, filmstrips, games, tapes and records, workbooks and ditto masters, publishers and vendors.

8. Comments: This book is designed to help persons working with preschool and elementary grade children in developing an effective auditory skills program without a rigid, systematic approach.

Better Speech and Better Reading

Lillian D. Schoolfield

Expression Company
Magnolia, MA 01930

1954

1. Age level: 5 years - 12 years

2. For use by: Classroom teachers and/or speech clinicians

3. Sounds included: All vowels and consonants

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included		X
c. Activities included		
(1) Awareness		X
(2) Listening		X
(3) Discrimination		X
(4) Placement		X
(5) Poems, stories, games	X	
(6) Word lists	X	
(7) Follow-up activities		X
d. Illustrations included		X
e. Suitable for large groups		X
f. Suitable for small groups	X	
5. Additional sources included	X	
6. Equipment needed:		X
7. Additional resource material:		X

8. Comments: This test is particularly useful as practice material after the child has been taught to produce the sound correctly. It also contains diagnostic tools for articulation and tongue-lip exercises.

Correction of Defective Consonant Sounds

Elizabeth McGinley Nemoy and Serena Foley Davis

Expression Company
Magnolia, MA 01930

1954

1. Age level: Primary grades

2. For use by: Speech clinician or classroom teacher

3. Sounds included: h, p, b, m, wh, w, f, v, th, t, d, n, k, g, ng, y, l, r, s, z, sh, zh, ch, j

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Poems, stories, games	X	
(6) Word lists	X	
(7) Follow-up activities		X
d. Illustrations included	X	
5. Materials included: Book, blackboard	X	
6. Equipment needed:		X
7. Resource materials:	X	

8. Comments: a. Order of sounds presented as determined by 1) frequency of errors, 2) facility in muscle action, 3) visibility of active organs.

b. Also included: 1) description of speech mechanism, 2) exercises for speech organs.

For Speech Sake - Simple Speech Activities for Classroom Teachers and Speech Therapists

Ruth E. Jones

Fearon Publishers
6 Davis Drive
Belmont. CA 94002

1958

1. Age level: Primary grades

2. For use by: Teacher and/or speech clinician

3. Sounds included: s, z, th, ch, h, r, w, wh, f, t, n, sh, l, p, d, k, b, j, g, v, m

4. Description of program:	Yes	No
a. Developmental sequence		X
b. Sample lesson included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Poems, games, stories, etc.	X	
(6) Word lists		X
(7) Follow-up		X
d. Illustrations included	X	
e. Suitable for large groups	X	
f. Suitable for small groups	X	
5. Materials included		X
6. Equipment needed: Some common classroom materials for use in some of the games.	X	
7. Additional resource materials:		X

Guess What!

Ruth FitzSimons and Albert T. Murphy

Expression Company
Magnolia, MA 01930

1959

1. Age level: 8 years to 10 years

2. For use by: Classroom teachers and/or speech clinician; children themselves

3. Sounds included: Later developmental sounds - f, v, sh, l, th, s, z, r, th, ch, j

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included		X
c. Activities included		
(1) Awareness		X
(2) Listening		X
(3) Discrimination		X
(4) Placement		X
(5) Poems, stories, games, etc.	X	
(6) Word lists	X	
(7) Follow-up activities		X
d. Illustrations included	X	
e. Suitable for large groups		X
f. Suitable for small groups	X	
5. Materials included:		X
6. Equipment needed:		X
7. Additional resource materials:		X

8. Comments: Although this sound book concentrates primarily on later developing sounds, the activities (riddles) and pictures are geared for very young children (5 years) as well. Each sound occurs only in the initial position.

My Speech Workbook (Book 1) - s and z

Jane Holl Parker

The Interstate Printers and
Publishers, Inc.
Danville, Il 61832

1961

1. Age level: Grades K thru 6

2. For use by: Teachers, speech clinician, parent

3. Sounds included: s and z

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Games, stories, poems	X	
(6) Word lists	X	
(7) Follow-up activities	X	
d. Illustrations included	X	
e. Suitable for large groups	X	
f. Suitable for small groups	X	
5. Materials included:	X	
6. Equipment needed:		X
7. Additional resource materials:	X	

My Speech Workbook (Book II) - r

Jane Hall Parker

The Interstate Printer and
Publishers, Inc.
Danville, Il 61832

1961

1. Age level: Grades K through 6

2. For use by: Teacher, speech clinician, parent

3. Sounds included: r

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Games, stories, poems	X	
(6) Word lists	X	
(7) Follow-up activities	X	
d. Illustrations included	X	
e. Suitable for large groups	X	
f. Suitable for small groups	X	
5. Materials included:	X	
6. Equipment needed:		X
7. Additional resource materials	X	

My Speech Workbook (Book III) - 1

Jane Hall Parker

The Interstate Printers and
Publishers, Inc.
Danville, Il 61832

1961

1. Age level: Grades K through 6

2. For use by: Teacher, speech clinician, parent

3. Sounds included: 1

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Games, stories, poems	X	
(6) Word lists	X	
(7) Follow-up activities	X	
d. Illustrations included	X	
e. Suitable for large groups	X	
f. Suitable for small groups	X	
5. Materials included:	X	
6. Equipment needed:		X
7. Additional resource materials	X	

My Speech Workbook (Book IV) - th

Jane Hall Parker

The Interstate Printers and
Publishers, Inc.
Danville, Il 61832

1961

1. Age level: Grades K through 6

2. For use by: Teacher, speech clinician, parent

3. Sounds included: th

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Games, stories, poems	X	
(6) Word lists	X	
(7) Follow-up activities	X	
d. Illustrations included	X	
e. Suitable for large groups	X	
f. Suitable for small groups	X	
5. Materials included:	X	
6. Equipment needed:		X
7. Additional resource materials	X	

My "th" Sound Book

Jack Matthews, Elizabeth Ruth Phillips, Jack W. Birch

Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburgh, PA 15204

1959

1. Age level: Not indicated in book but with a little adaptation, it could be used in grades K - 6

2. For use by: Speech clinicians, teachers, and parents

3. Sounds included: th

4. Description of program:

	Yes	No
a. Is it in developmental sequence	X	
b. Is a sample lesson given		X
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination		X
(4) Placement	X	
(5) Poems, stories, games	X	
(6) Word lists	X	
(7) Follow-up		X
d. Illustrations included	X	
e. Suitable for large groups		X
f. Suitable for small groups	X	

5. Materials included: Workbook — Yes: X

6. Equipment needed: Pencil, crayons — Yes: X

7. Additional resource materials: — No: X

8. Comments: This workbook could be a very good tool for the parent to use with the child at home to supplement speech therapy.

Project Beacon Speech Improvement Program

John Franco, Dr. Walter Lifton, Herman Goldberg

Project Triad Office
John Williams School, No. 5,
555 Plymouth Avenue North
Rochester, NY 14608

1. Age level: Grades K - 2

2. For use by: Teacher and/or speech clinician

3. Sounds included: p, wh, f, th, t, s, sh, ch, k, h, b, w, r, d, z, j, g, m, n, ng, kw, l, r, y, ks

4. Description of program:	Yes	No
a. In developmental sequence		X
b. Sample lesson included	X	
c. Activities included		
(1) Awareness of sound	X	
(2) Listening skills	X	
(3) Discrimination	X	
(4) Phonetic placement	X	
(5) Poems, stories, games	X	
(6) Word lists	X	
(7) Follow-up	X	
d. Illustrations included		X
e. Suitable for large groups	X	
f. Suitable for small groups	X	

5. Materials included: 4 books for kindergarten (listening skills and speech sounds, grade one and grade two.	X	
6. Equipment needed: Tape recorder, tapes, record player, records, pictures, story books, music books, crayons, construction paper.	X	
7. Additional resource materials:	X	

Read-The-Picture Stories - Stories for the Practice of the /r/ Sound

Patricia Hill, Lois Muehl, Blanche Boshinski, Adele de Leeuw, Catherine Clark, Nowin Pallas

Word Making Productions
P.O. Box 1858
Salt Lake City, UT 84110

1967

1. Age level: Grades 2, 3, 4 and 5

2. For use by: Teacher and/or speech clinician

3. Description of program	Yes	No
a. Developmental sequence		X
b. Sample lesson included		X
c. Activities included		
(1) Awareness		X
(2) Listening	X	
(3) Discrimination		X
(4) Placement		X
(5) Poems, games, stories	X	
(6) Word lists		X
(7) Follow-up	X	
d. Illustrations	X	
e. Is it suitable for large groups		X
f. Is it suitable for small groups	X	
5. Materials included:		X
6. Equipment needed:		X
7. Additional resource materials:		X

8. Comments: The book contains only picture/word stories.

Seals, Sea Gulls and Other Sounds

138

Dolly K. Ellegson

Systems for Education, Inc.
Chicago, Il 60607

1966

1. Age level: Primary grades

2. For use by: Teacher and/or speech clinician

3. Sounds included: b, ch, d, f, g, h, j, k, l, m, n, p, q, r, s, sh, t, th, v, w, y, z

4. Description of program:	Yes	No
a. Developmental sequence		X
b. Sample lesson included		X
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Poems, games, stories	X	
(6) Word lists		X
(7) Follow-up		X
d. Illustrations	X	
e. Is it suitable for large groups	X	
f. Is it suitable for small groups	X	
5. Materials included:		X
6. Equipment needed		X
7. Additional resource materials:		X

8. Comments: The book has a section which discusses sound production.

Seeing Sound

Thomas Chandler

Childrens Press
Jackson and Racine Streets
Chicago 7, IL 60607

1958

1. Age level: Grade one

2. For use by: Speech clinician or classroom teacher and parent

3. Sounds included: Long and short vowel sounds

4. Description of program:

	Yes	No
a. In developmental sequence		X
b. Sample lesson included		X
c. Activities included		
(1) Awareness of sound	X	
(2) Listening skills		X
(3) Discrimination	X	
(4) Phonetic placement		X
(5) Poems, stories, games	X	
(6) Word lists	X	
(7) Follow-up		X
d. Illustrations included	X	
e. Suitable for large groups	X	
f. Suitable for small groups	X	

5. Materials included: — X

6. Equipment needed — X

7. Additional resource materials: — X

8. Comments: Certain children might benefit from the color coding of the vowel sounds.

Snoopy Snake and Other Stories

Elsie Jennings

Word Making Productions
P.O. Box 1858
Salt Lake City, UT 84110

1963

1. Age level: Early primary grades

2. For use by: Teacher and/or speech clinician

3. Sounds included: p, b, m, hw, w, f, v, th, t, d, n, l, s, z, sh, r, ch, zh, j, y, k, g, sl, skw.

4. Description of program	Yes	No
a. In developmental sequence		X
b. Sample lesson included		X
c. Activities included		
(1) Awareness of sound		X
(2) Listening skills		X
(3) Discrimination		X
(4) Phonetic placement		X
(5) Poems, stories, games	X	
(6) Word lists		X
(7) Follow-up		X
d. Illustrations	X	
e. Suitable for large group	X	
f. Suitable for small group	X	
5. Materials included: Book	X	
6. Equipment needed:		X
7. Additional resource materials:		X

8. Comments: Although activities specific to social awareness, listening and discrimination are not outlined, presentation of the stories may be easily adapted to include these areas.

Sounds for Little Folks

Clara B. Stoddard

Expression Company
Magnolia, MA 01930

1940

1. Age level: Primary grade

2. For use by: Classroom teacher

3. Sounds included: All consonants and vowels

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included		X
c. Activities included		
(1) Awareness of sound	X	
(2) Listening skills	X	
(3) Discrimination		X
(4) Phonetic placement		X
(5) Poems, stories, games	X	
(6) Word lists	X	
(7) Follow-up		X
d. Illustrations included	X	
e. Suitable for large group	X	
f. Suitable for small group	X	
5. Materials included:		X
6. Equipment needed:		X
7. Additional resource materials:		X

8. Comments: This book is designed to teach small children how to produce correctly the simple consonant and vowel sounds commonly used in English.

Sounds I Say

(A manual to accompany the book,
Growth in Speech and Phonic Readiness Through Pictures Book II)

Fred W. Wolf and Gordon A. Kelder

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

1962

1. Age level: Primary grades

2. For use by: Teacher and/or speech clinician

3. Sounds included: th, ch, v, sh, wh, j, ng, z, all vowels and consonant blends.

4. Description of program:	Yes	No
a. Developmental sequence		X
b. Sample lessons included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Poems, games, stories, etc.		X
(6) Word lists	X	
(7) Follow-up	X	
d. Illustrations	X	
e. It it suitable for large groups	X	
f. Is it suitable for small groups	X	
5. Materials included: Illustrations in back of book	X	
6. Equipment needed: The book Sounds I Say and any common classroom materials for the games	X	
7. Additional resource materials:		X

Speech and Language Development Manual

Carbon Lehigh Intermediate
Unit Number 21
c/o Thomas Mullen
Supervisor of Speech and Hearing
2370 Main Street
Schnecksville, PA 18078

1975

1. Age level: Primary grades

2. For use by: Classroom teacher or speech clinician for classroom management

3. List of sounds included: s, z, sh, ch, th, l, r, er, ing

4. Description of program:	Yes	No
a. In developmental sequence		X
b. Sample lesson	X	
c. Activities		
(1) Awareness	X	
(2) Listening skills	X	
(3) Discrimination	X	
(4) Phonetic placement	X	
(5) Poems, stories, games	X	
(6) Word lists	X	
(7) Follow-up	X	
d. Illustrations	X	
e. Suitable for large group	X	
f. Suitable for small group	X	
5. Materials included:		X
6. Equipment needed: Hand out, mirror, felt board, felt pictures of speech helper, pictures, chalk, chalk board, tape recorder, tapes, paper bag, envelopes.	X	
7. Additional resource materials:	X	

8. Comments: This is a comprehensive manual for those sounds that appear to be the most difficult for children to master.

Speech Correction Through Story-Telling Units

Elizabeth McGinley Nemoy

Expression Company
Magnolia, MA 01930

1954

1. Age level: Primary grades

2. For use by: Classroom teacher or speech clinician

3. Sounds included: h, p, b, m, wh, w, f, v, th, t, d, n, k, g, ng, y, l, r, s, z, sh, zh, ch, j

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Poems, stories, games	X	
(6) Word lists	X	
(7) Follow-up activities		X
d. Illustrations included		X
5. Materials included: Book	X	
6. Equipment needed:		X
7. Additional resource materials:		X

Speech Fun for Everyone

(Illustrated Practice Book for Basic Speech and Phonics Skills)

Alice Michael and Leilani Lloyd

Fearon Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

1960

1. Age level: Primary grades

2. For use by: Teacher and/or speech clinician

3. Sounds included: p, b, ng, z, m, l, wh, f, y, d, k, g, y, r, sh, ch, j, th, s, t

4. Description of program:	Yes	No
a. Developmental sequence		X
b. Sample lesson included	X	
c. Activities included:		
(1) Awareness		X
(2) Listening	X	
(3) Discrimination		X
(4) Placement		X
(5) Poems, games, stories, etc.		
(6) Word lists		X
(7) Follow-up		X
d. Illustrations	X	
e. Suitable for large groups	X	
f. Suitable for small groups	X	
5. Materials included:		X
6. Equipment needed:		X
7. Additional resource materials:		X

8. Comments: Good poems and activities for use in conjunction with a more detailed and specific program are included.

Speech Is Fun

Genevieve Arnold

Genevieve Arnold
4926 Culmore Drive
Houston, TX 77021

1. Age level: Primary grades

2. For use by: Speech clinician and/or classroom teacher

3. Sounds included: sh, ch, j, s, z, f, v, k, g, r, l, th

4. Description of program:	Yes	No
a. In developmental sequence		X
b. Sample lesson included	X	
c. Activities included		
(1) Awareness		X
(2) Listening	X	
(3) Discrimination	X	
(4) Phonetic Placement	X	
(5) Poems, stories, games, etc.	X	
(6) Word lists		X
(7) Follow-up		X
d. Illustrations included	X	
e. Suitable for large groups		X
f. Suitable for small groups	X	
5. Materials included: Pattern for "Bobo, the good speech clown"	X	
6. Equipment needed:		X
7. Additional resource materials:	X	

Speech Is Fun

Special Education Speech and Hearing
Division, Northampton County Schools

Northampton County Public Schools
Nazareth, PA 18064

1964

1. Age level: Primary grades

2. For use by: Classroom teacher

3. Sounds included: All consonants and vowels particularly /p/ and /s/

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included	X	
c. Activities included		
(1) Awareness of sound	X	
(2) Listening skills	X	
(3) Discrimination	X	
(4) Phonetic placement	X	
(5) Poems, stories, games	X	
(6) Word list	X	
(7) Follow-up	X	
d. Illustrations included	X	
e. Suitable for large group	X	
f. Suitable for small group	X	

5. Materials included: Appendices include charts for speech and sound development, vowels, speech helpers, and sounds.	X	
6. Equipment needed:		X
7. Additional resource materials: Talking Time for Speech Correction and Speech Improvement by Louise Scott and J. J. Thompson, Webster Publishing Company, Atlanta. What They Say, Audio-Visual-Kinesthetic Flash Cards for Teaching Phonics and Phonetics by Louise Scott and Morell Kresser, Webster Publishing Company, Atlanta.	X	

8. Comments: This book was prepared by a group of speech therapists for classroom supplement in the area of speech improvement.

Speech Ways

Louise Binder Scott and J. J. Thompson

Webster Division
McGraw Hill Book Company
Princeton Road
Hightstown, NJ 08526

1. Age level: Primary grades

2. For use by: Speech clinician and/or classroom teacher

3. Sounds included: All consonant sounds

4. Description of program:	Yes	No
a. In developmental sequence	X	
b. Sample lesson included	X	
c. Activities included		
(1) Awareness		X
(2) Listening	X	
(3) Discrimination		X
(4) Phonetic Placement	X	
(5) Poems, stories, games, etc.	X	
(6) Word lists	X	
(7) Follow-up		X
d. Illustrations included		X
e. Suitable for large groups (classroom)	X	
f. Suitable for small groups (10 or less)	X	
5. Materials included:		X
6. Equipment needed:		X
7. Additional resource materials:	X	

8. Comments: The first half of the book contains general suggestions and activities for speech and language development. The second half is devoted to the speech sounds.

Spice

(Suggested Activities to Motivete the Teaching of the Language Arts)

Mary Platts, Sr. Rose Marguerite, Esther Shumaker

Educational Service, Inc.
P.O. Box 219
Stevensville, MI 49127

1960

1. Age level: Grades 1 to 8

2. For use by: Classroom teacher and speech clinician

3. Sounds included: All consonant and vowel sounds

4. Description of program	Yes	No
a. In developmental sequence		X
b. Sample lesson included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination		X
(4) Placement		X
(5) Games, stories, poems	X	
(6) Word lists		X
(7) Follow-up	X	
d. Illustrations included	X	
e. Suitable for large groups	X	
f. Suitable for small groups	X	
5. Materials included: Manual of activities	X	
6. Equipment needed: Manual, classroom materials (chalkboard, crayons, etc.)	X	
7. Additional resource materials:		X

8. Comments: This book is better suited for language development, although many of the activity ideas can be changed to articulation exercises.

Talking Time

Louise Binder Scott and J. J. Thompson

Webster Division
McGraw-Hill Book Company
Princeton Road
Hightstown, NJ 08526

1. Age level: Primary grades

2. For use by: Classroom teacher and speech clinician

3. Sounds included: All consonant sounds

4. Description of program:	Yes	No
a. In developmental sequence		X
b. Sample lesson included	X	
c. Activities include		
(1) Awareness of sound	X	
(2) Listening skills	X	
(3) Discrimination	X	
(4) Phonetic placement	X	
(5) Poems, stories, games	X	
(6) Word list	X	
(7) Follow-up	X	
d. Illustrations	X	
e. Suitable for large group	X	
f. Suitable for small group	X	
5. Materials included:		X
6. Equipment needed: Lists appear as suggested.	X	
7. Additional resource materials: Accompanying record		
Accompanying filmstrip	X	

8. Comments: This book provides supplemental material for a primary classroom speech improvement program in easy-to-understand language.

Teacher's Guide to Talking Town

151

(T.V. Series of 20-fifteen minute programs on speech improvement.)

Vaughan Weber, Marjorie Scanlon, Dolores Somma, and Sister Rita Alice Fitzgerald

Eastern Education Network
1300 Soldiers Field Road
Boston, MA 02135

1. Age level: Primary grade 1

2. For use by: Teacher and/or speech clinician

3. Sounds included: Vowels, p, b, t, d, m, ng, f, v, k, g, th, l, r, s, z, sh, ch, j.

4. Description of program:	Yes	No
a. Developmental sequence	X	
b. Sample lessons included	X	
c. Activities included		
(1) Awareness	X	
(2) Listening	X	
(3) Discrimination	X	
(4) Placement	X	
(5) Poems, games, stories	X	
(6) Word lists		X
(7) Follow-up		X
d. Illustrations		X
e. Suitable for large groups	X	
f. Suitable for small groups	X	
5. Materials included:		X
6. Equipment needed:		X
7. Additional resource materials:		X

The Big Book of Sounds

Ann M. Flowers

The Interstate Printers and
Publications, Inc.
Danville, IL 61832

1974

1. Age level: All ages

2. For use by: Classroom teacher and/or speech clinician

3. Sounds included: b, ch, d, f, g, h, j, k, l, m, n, ng, p, q, r, s, sh, t, th, v, w, wh, x, y, z, and zh.

4. Description of program:	Yes	No
a. In development sequence	___	X
b. Sample lesson included	___	X
c. Activities included		
(1) Awareness of sound	X	___
(2) Listening skill		
(3) Discrimination	X	___
(4) Phonetic placement	X	___
(5) Poems, stories, games, etc.	X	___
(6) Word lists	X	___
(7) Follow-up	X	___
d. Illustrations included	___	X
e. Suitable for large groups	X	___
f. Suitable for small groups	X	___
5. Materials included:	___	X
6. Equipment needed:	___	X
7. Additional resource materials:	___	X

8. Comments: Also included in this book are: 1) Master therapy plan, and 2) How a classroom teacher may use The Big Book of Sounds in a speech improvement program.

This Way To Better Speech

Louise Abney and Dorothy Miniace

World Book Company
Field Enterprises Education
Merchandise Mart Plaza
Chicago, IL 60654

1940

1. Age level: Primary grades

2. For use by: Classroom teacher and/or speech clinician

3. Sounds included: m, p, b, w, wh, f, v, f, t, d, s, z, sh, ch, j, l, r, n, ng, k, g, qu, h, y, x, vowels, and diphthongs.

4. Description of program:	Yes	No
a. In developmental sequence	___	X
b. Sample lesson included	___	X
c. Activities included		
(1) Awareness of sound	X	___
(2) Listening skills	___	X
(3) Discrimination	___	X
(4) Phonetic placement	X	___
(5) Poems, stories, games, etc.	X	___
(6) Word list	X	___
(7) Follow-up	___	X
d. Illustrations included	___	X
e. Suitable for large group	X	___
f. Suitable for small group	X	___
5. Materials included:	___	X
6. Equipment needed:	___	X
7. Additional resource materials:	___	X

8. Comments: Also included in this book are: 1) guides to better speech, 2) lip exercises, 3) tongue exercises, 4) jaw exercises, 5) palate exercises, and 6) explanation of voiced and unvoiced sounds.

Trippingly On The Tongue

L. Jeanette Krone

School District of the
City of York
Administration Building
329 S. Lindbergh Avenue
York, PA 17405

1. Age level: Primary grades

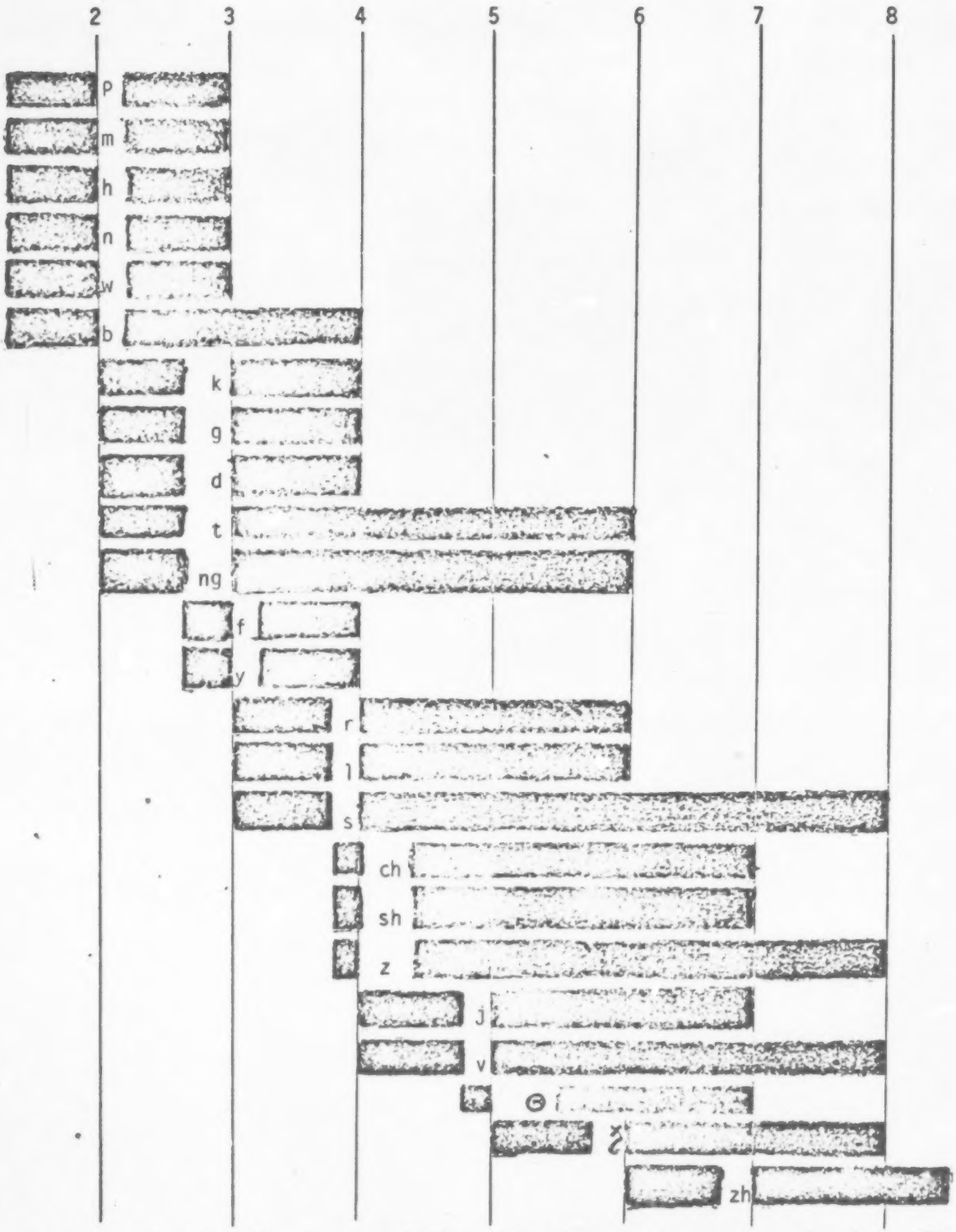
2. For use by: Speech clinician and/or classroom teacher

3. Sounds included: s, th, k, g, l

4. Description of program:	Yes	No
a. In developmental sequence		X
b. Sample lesson included	X	
c. Activities included		
(1) Awareness		X
(2) Listening		X
(3) Discrimination	X	
(4) Phonetic placement (for all consonant sounds)	X	
(5) Poems, stories, games, etc.	X	
(6) Word lists	X	
(7) Follow-up		X
d. Illustrations included	X	
e. Suitable for large groups		X
f. Suitable for small groups	X	
5. Materials included:		X
6. Equipment needed:		X
7. Additional resource:	X	

CROSS - REFERENCE TABLE

TITLES	Consonants	Vowels	Sample Lesson	Awareness	Listening Skills	Discrimination	Phonetic Placement	Poems, Stories, Games	Word Lists	Follow-up	Illustrations
1. Auditory Perception			X	X	X	X	X	X	X	X	
2. Better Speech and Better Reading	X	X						X	X		
3. Correction of Consonant Sounds	X		X	X	X	X	X	X	X		X
4. For Speech Sake	X		X	X	X	X	X	X			X
5. Guess What!								X	X		X
6. My Speech Workbook-Book I-s+z	X		X	X	X	X	X	X	X	X	X
7. My Speech Workbook-Book II-r	X		X	X	X	X	X	X	X	X	X
8. My Speech Workbook-Book III-l	X		X	X	X	X	X	X	X	X	X
9. My Speech Workbook-Book IV-th	X		X	X	X	X	X	X	X	X	X
10. My "th" Sound Book	X		X	X	X		X	X	X		X
11. Project Beacon	X		X	X	X	X	X	X	X	X	
12. Read-the-Picture Stories	X				X			X			X
13. Seals, Sea Gulls, and Other Sounds	X			X	X	X	X	X			X
14. Seeing Sound		X		X		X		X	X		X
15. Snoopy Snake	X							X			X
16. Sounds for Little Folks	X	X		X	X			X	X		X
17. Sounds I Say	X	X	X	X	X	X	X		X	X	X
18. Speech and Language Development	X			X	X	X	X	X	X	X	X
19. Speech Correction-Story-Telling	X		X	X	X	X	X	X	X		
20. Speech Fun for Everyone	X		X		X			X			X
21. Speech is Fun (Arnold)	X		X		X	X	X	X			X
22. Speech is Fun	X	X	X	X	X	X	X	X	X	X	X
23. Speech Ways	X		X		X		X	X	X		
24. SPICE	X	X	X	X	X			X		X	X
25. Talking Time	X	X	X	X	X	X	X	X	X	X	X
26. Talking Town-T.V. Series	X	X	X	X	X	X	X	X			
27. The Big Book of Sounds	X			X		X	X	X	X	X	
28. This Way to Better Speech	X	X		X			X	X	X		
. Zippingly on the Tongue	X		X			X	X	X	X		X



Average age estimates and upper age limits of customary consonant production. The solid bar corresponding to each sound starts at the median age of customary articulation; it stops at an age level at which 90% of all children are customarily producing the sound. (From Temolin, 1957, Wellman et al., 1931.)

From "When Are Speech Sounds Learned", Eric K. Sander, JSHD Vol. 37, February 1972.

REQUESTS FOR PUBLICATIONS

Please send requests to:
Colonial Northampton Intermediate Unit Number 20
299 Industrial Park Road
Nazareth, Pennsylvania 18064

Publication:

Requested by:

Desired date:

School:

District:

Cut Here

Publication:

Requested by:

Desired date:

School:

District:

Cut Here

Publication:

Requested by:

Desired date:

School:

District:

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APPENDIX Q

Letters Regarding Practicum Observation

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20

299 INDUSTRIAL PARK ROAD • P. O. BOX 179 • NAZARETH, PENNSYLVANIA 18064

May 5, 1977

Dr. Murray R. Heyert
Practicum Department
National Ed. D
Program for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, FL 33314

Dear Dr. Heyert:

As the Supervisor of Special Education with direct responsibilities for staff, program and curriculum development for the Colonial Northampton Intermediate Unit Number 20, I am pleased to comment on the work of Mr. Robert A. Green, a student in the Nova Program. Mr. Green has implemented a successful program of Speech Improvement which has now become an integral component of the Speech Correction Program in this Intermediate Unit. Prior to the 1975-76 school year, there was no formalized program of Speech Improvement operated by the Intermediate Unit, nor was there data to indicate that such a program would be beneficial.

Mr. Green has demonstrated the need for such a program through a well documented survey which included all Intermediate Units throughout Pennsylvania, his staff in the Intermediate Unit, and school district personnel. As a result of this survey, Mr. Green initiated, developed and implemented a program that has proven to be quite successful. In my opinion, Mr. Green's efforts have been invaluable in meeting the needs for speech correction and improvement in Intermediate Unit Number 20. This information should also be of assistance to other districts and intermediate units throughout the Commonwealth in meeting their demands for increased speech therapy.

Sincerely yours,

Joseph Mickley, Jr., Ed. D
Supervisor of Special Education

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20

299 INDUSTRIAL PARK ROAD • P. O. BOX 179 • NAZARETH, PENNSYLVANIA 18064

May 6, 1977

Dr. Murray R. Heyert
Practicum Department
National Ed. D.
Program for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Sir:

This letter is to provide Nova University with my written observation report on the implementation of the Speech Improvement Program in the Intermediate Unit Number 20 Speech Correction Program. Prior to Mr. Green's efforts, the Intermediate Unit Number 20 did not have an organized program of Speech Improvement.

During the 1975-1976 school year Mr. Green accomplished a needs assessment which indicated a necessity for increased instruction to speech impaired pupils. He organized and provided for the in-service needs of these speech therapists to be met in order to implement the program in the kindergartens in Intermediate Unit Number 20. The program has accomplished its goal to reduce the need for speech therapy through the implementation of the Speech Improvement Program at an early level.

In my opinion this program represents an exemplary effort on the part of Mr. Green, not only to improve programs in Colonial Northampton Intermediate Unit Number 20, but to also provide a major contribution to the field of speech therapy on the state and national levels as well.

Sincerely,

George R. Williams
Supervisor of Special Education

GRW:khp

COLONIAL NORTHAMPTON INTERMEDIATE UNIT NUMBER 20

299 INDUSTRIAL PARK ROAD • P. O. BOX 179 • NAZARETH, PENNSYLVANIA 18064

May 10, 1977

Dr. Murray R. Heyert
Practicum Department
National Ed. D.
Program for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Heyert:

Robert Green, a Supervisor of Special Education in Intermediate Unit Number 20 has implemented a Program of Speech Improvement at the Kindergarten level in order to lessen the need for corrective speech therapy following the Kindergarten year. Up to this point there was no coordinated effort toward this goal.

Mr. Green surveyed the Intermediate Unit's throughout Pennsylvania, as well as his staff, and district school personnel. The program was well received and it has proved to be successful. In my opinion, Mr. Green's efforts have been valuable in meeting the needs in the area of speech correction in Intermediate Unit Number 20. This information should be valuable to other districts and Intermediate Units throughout the state in meeting the demands throughout the state for increased speech therapy.

I consider this project to be a significant step in emphasizing the need for/and possibility of basic education and special education working closely together to meet the needs of exceptional youngsters. In addition, the awareness of the need for and recommendation to provide additional in-service to broaden and legitimize the preventative aspect is crucial.

I trust this reaction will serve the purpose intended.

Sincerely,

Jack M Superka

Jack M. Superka
Supervisor of Special Education

JMS:khp

END